Mission, Goals and Action Plans

Nova Scotia Department of Education

1992

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Nova Scotia Department of Education

Mission, Goals and Action Plans

The action plans outlined in this document focus on new initiatives to be undertaken during the next three years by the Department of Education and, therefore, do not include all Departmental activities. Additions to the action plans will be made through the department's strategic planning process which will be completed within a year. The results of ongoing reviews such as the current study of the recommendations of the Select Committee on Education will be incorporated. Action plans will also be discussed with other stakeholders such as the Nova Scotia School Boards Association, the Nova Scotia Teachers Union, and school board superintendents before they are finalized in the strategic planning process.

NOVA SCOTIA DEPARTMENT OF EDUCATION
Mission, Goals and Action Plans

1. MISSION STATEMENT

The new mission statement of the re-organized Department of Education is to ensure that all Nova Scotians, throughout their lives, have access to opportunities to acquire the skills, attitudes and knowledge essential to becoming capable and confident life-long learners who are valued and productive members of society.

2. GOALS

The general goal of the Department of Education is to meet the needs of the people of Nova Scotia for high quality educational services, while ensuring that funds allocated to education are used as efficiently as possible. For the immediate future, the department has set a goal of changing the direction of the education system to improve accountability and enhance the quality of services. With respect to the various types of educational services, the department's goals are:

Elementary/Secondary Education

- To develop in students the ability to communicate effectively, think critically and creatively, apply problem solving strategies, and make sound judgments.

- To enable students to use information effectively and develop habits and attitudes conducive to independent, lifelong learning.

- To develop students' self-esteem, ability to use ethical reasoning, and understanding of the need to take responsibility for their actions.

- To help all students achieve their potential mentally, physically and socially.

- To help students develop life-long respect for others, and enhance their multiracial and multicultural understanding.

Community College, Trade and Technical, University and Adult Education

With respect to college and university level education as well as all forms of adult education and training:

- To ensure high quality accessible education and training for Nova Scotians of all ages and backgrounds.
- To promote access to higher education levels to assist Nova Scotians in fulfilling their career aspirations and to meet labour market requirements.
- To enhance programs and services to provide up-to-date skills and meet the needs of employers.
- To encourage life-long learning for Nova Scotians through a continuum of education and training opportunities.

Other Educational Functions

- To help meet the continuous learning and information needs of Nova Scotians through support of a network of regional libraries that links with other information databases.
- To provide a learning environment for self-directed education about, and preservation of, the natural and human history of Nova Scotia through the Nova Scotia Museum Complex.

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
3.1*	**To help achieve accountability in elementary-secondary education by means of an effective, efficient province-wide testing program.**
•	Publish an annual report on the results of current testing programs, stating provincial expectations, highlighting strengths and weaknesses, and including other indicators of education inputs and outcomes. In addition, establish parameters for schools and boards to report annually on student achievement. **When:** background research and first report 1992 parameters 1993 **Who:** Testing & Evaluation with English Program Services
•	Develop and implement a policy which makes student participation in current testing programs compulsory and examine alternative testing procedures for students with exceptional needs. **When:** 1992 **Who:** Testing & Evaluation
•	Implement and expand a mandatory Nova Scotia Elementary Language Arts Assessment Program and publish results. **When:** grade 6 - review initial pilot 1992, full pilot 1993, annual testing 1994 grade 4 - develop test 1993 and 1994, pilot test 1995, annual testing 1996 **Who:** Testing & Evaluation with English Program Services, school boards
•	Expand the current (grade 5) Nova Scotia Elementary Mathematics Assessment Program by testing grade 3 and publish results. **When:** develop tests 1992 and 1993 pilot test 1994 full test 1995 **Who:** Testing & Evaluation with English & French Program Services, school boards
•	Explore the need for science testing at the elementary level to complement testing already done at the grade 9 and 12 level. **When:** 1993-94 **Who:** Testing & Evaluation with English & French Program Services
•	Utilize achievement test results for curriculum development and initiate appropriate instructional change. **When:** started May 1992 and ongoing **Who:** Testing & Evaluation with English & French Program Services

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
•	Participate in School Achievement Indicators Program of the Council of Ministers of Education Canada. **When:** testing and reporting 1993 **Who:** Testing and Evaluation with English & French Program Services
•	Participate in the Third International Mathematics and Science Study. **When:** test development ongoing to 1994 testing March 1994 reporting September 1995 **Who:** Testing and Evaluation with English & French Program Services
3.2*	**To increase accountability of school boards**
•	Initiate a co-operative process with school boards, universities, Nova Scotia Teachers Union (NSTU), Nova Scotia School Boards Association (NSSBA), and Maritime Provinces Education Foundation (MPEF) to develop an accountability framework for public and post-secondary education. **When:** start 1992-93 - phased approach **Who:** Policy Branch with Program Branch, Grants & Audit, Facilities & Planning and other stakeholders in education
•	Develop (and implement) provincial policies and standards for financial management, long-range planning, fixed assets, purchasing, school closures, and student transportation. **When:** start 1992-93; complete 1993-94 **Who:** Grants & Audit with Facilities & Planning, Planning & Research
•	Change the nature of audits to include more emphasis on strategic and operational issues pertinent to board operations and conduct comprehensive audits for boards with major problems, as requested. **When:** start 1992-93 fiscal year **Who:** Grants & Audit Division, Finance & Operations Branch
•	Work with school boards to develop three-year strategic plans and three-year budgetary frameworks. **When:** start 1992-93 fiscal year **Who:** Grants & Audit Division and Executive Director, Finance & Operations Branch with consultative advice from Policy Board, working with school board superintendents and chief financial officers

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
•	Monitor the human resource management function of the school boards by collecting statistical information about administrative and support staff who are not licensed teachers and by assembling non-statistical data on human resource management practices. **When:** start September 1992 **Who:** Grants & Audit Division with Planning & Research Division, NSSBA
•	Publish available comparative statistics on district board operations. **When:** June 1992 for 1991/92 data; February 1993 for 1992/93 data **Who:** Planning & Research with Publications & Communications, Grants & Audit, school boards
•	Develop and publish indicators which compare education outcomes with costs. **When:** start 1992; incorporate preliminary indicators in statistical publications of February 1993 **Who:** Planning & Research with Grants & Audit, Inspection Services, Testing & Evaluation, Program Branch, Internal Auditor, Nova Scotia School Boards Association (NSSBA), Nova Scotia Teachers Union (NSTU)
•	Initiate a co-operative approach with the Auditor General's office to undertake audit assignments that address particular aspects of school board operations of mutual concern. **When:** start 1992-93; ongoing **Who:** Finance & Operations Branch with Internal Auditor, Auditor General's Office
•	To implement new school construction policy and procedures. **When:** immediately and continuing **Who:** Facilities & Planning, school boards, and Department of Government Services
3.3*	**To increase accountability of teachers.**
•	Commence review and revise present certification system. **When:** commence development September 1992; implement August 1993 **Who:** Teacher Certification with NSTU, NSSBA, teacher education institutions

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
•	Develop standards for academic and professional qualifications of teachers to teach selected subjects. **When:** commence development September 1993 **Who:** English & French Program Services with Professional Development, Teacher Certification, Special Services, NSTU, Special Services, teacher education institutions
•	Audit the implementation of teacher performance appraisal and evaluation policies established as a result of the recent teaching effectiveness initiative. **When:** 1992-93 school year **Who:** Department of Education with NSTU, NSSBA
3.4	**To offer new intensive initiatives to upgrade teaching skills.**
•	Design and implement in-service training for teachers in instructional strategies and student evaluation. **When:** January 1992-95 **Who:** Student Services with English & French Program Services, Testing & Evaluation, Nova Scotia Teachers College (NSTC)
•	Design and implement in-service training for classroom teachers in instructional strategies and student evaluation for students with exceptional needs. **When:** January 1993-95 **Who:** Special Services with Student Services, English & French Program Services and school boards
•	Improve assessment, intervention and consultation skills of resource teachers, especially at the secondary level, through summer short courses and institutes. **When:** July 1993-95 **Who:** Special Services with Student Services, English & French Program Services and school boards
•	Upgrade teacher skills in science and mathematics through summer institutes and in-service days to focus on essential skills in problem solving and technology. **When:** summer institutes and in-services, 1992-95 **Who:** English & French Program Services

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
•	Focus on improving the teaching of the essentials of communication skills, problem solving and critical thinking in all grade P-12 curriculum by training district school board teams who will in turn train their staffs. **When:** 1992-93 - two in-services for district board teams 1993 - summer institutes 1993-94 - follow up in-services for teams **Who:** English Program Services
•	Improve teacher skills in the use of technology in the teaching of science and math through regional provincial in-services. **When:** September 1992 to June 1994 **Who:** English & French Program Services with district school boards
•	Improve pre-service teacher education in math and science through new applications of technology. **When:** September 1992 **Who:** Teachers College
3.5*	**To improve the responsiveness of education to students with exceptional needs, students who are not achieving success in school, and those who are seeking re-entry.**
•	Develop provincial guidelines on evaluation for students with exceptional needs, to allow greater success for the students in academic courses, including how to represent modified credits on transcripts. **When:** January 1993-94 **Who:** Special Services with English & French Program Services, Student Services, Testing & Evaluation
•	Revise Bulletin #5, which defines eligible expenditures for special education to include intellectually gifted students within the definition of students with exceptional needs. **When:** September 1992 - January 1993 **Who:** Special Services with Regional Inspection Services, Grants & Audit
•	Examine inclusion in the Education Act of specific provisions for students with exceptional needs. **When:** September 1992-May 1993 **Who:** Special Services, Regional Inspection Services, NSSBA, NSTU through task force

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
•	Develop provincial Special Services Handbook to provide consistency and accountability across school boards in special education policies and procedures. **When:** September 1993-September 1994 **Who:** Special Services, English & French Program Services, in collaboration with district school boards
•	Develop innovative alternative programs to address specific needs such as literacy and other essential skills and progress towards the goal of literacy for all; develop models which allow more flexible scheduling of the school day to accommodate a broader range of students. **When:** design pilots - 1992-93 school year implement pilots - 1993-94 school year **Who:** Student Services with district school boards and Community College campuses
3.6*	**To reduce the number of dropouts.**
•	Increase consistency and accuracy of current data on pupil withdrawals and graduations by improving data collection procedures. **When:** August 1992 **Who:** Planning & Research with school boards
•	Define and determine a dropout rate for Nova Scotia using available data. **When:** December 1992 **Who:** Planning & Research with Student Services, NSSBA
•	Establish goals for increasing high school completion and reducing dropouts, consistent with targets set in the Economic Council of Canada Report, *A Lot to Learn*. **When:** April 1993 **Who:** Student Services with Program Services, Special Services, Planning & Research, school boards, parents
•	Continue development of the stay-in-school initiatives. **When:** underway and ongoing **Who:** Student Services with Program Services, school boards, Employment and Immigration Canada

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
3.7*	**To develop more effective approaches to discipline.**
•	Design and implement professional development activities (workshops, summer institutes) to increase the strategies teachers use to help address student discipline. **When:** design 1992-93 school year implement 1993-94 school year **Who:** Student Services with teachers, counsellors, administrators
•	Provide a provincial policy from which schools and district school boards will develop their policies on student discipline. **When:** design 1992-93 school year implement 1993-94 school year **Who:** Student Services with district school boards, parents
3.8	**To improve mathematics and science programs.**
•	Design new elementary science program to include physical science, life sciences, earth/space sciences, environmental sciences and technological studies. **When:** curriculum design completed, 1992-1994 school year, pilots 1993-94 begin implementation of program province-wide, September 1994 **Who:** English & French Program Services with schools boards
•	Increase student problem solving skills in science through the implementation of a new grade 10 integrated science course for all students that incorporates materials on technology and research & development problem solving. **When:** expand present pilots in Integrated Science, September 1992 begin implementation of Integrated Science province-wide, September 1993 **Who:** English & French Program Services with school boards
•	Design and implement new physics program in cooperation with MPEF which emphasize engineering and technology concepts. **When:** new curriculum guidelines 1992-93 school year pilot testing 1993-94 begin implementation September 1994 **Who:** English Program Services with school boards

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
•	Design and implement new grade 10 mathematics course focussing on integrating technology in mathematics and assisting students to make connections between mathematics and its applications. **When:** design and pilot 1992-1995 school years **Who:** English & French Program Services with school boards
•	Improve student achievement by teaching learning strategies. **When:** September 1993 - March 1995 **Who:** Teachers College
•	Upgrade computer related studies teachers on the latest advances in technology and methodology. **When:** 1992-93 provincial in-services **Who:** English Program Services/Education Media Services and selected teachers
3.9	**To promote equal educational opportunity and rationalization of education costs.**
•	Implement approved recommendations of 1992 CORE Report. **When:** announcement 1992 **Who:** DOE/NSSBA/NSTU with district school boards
3.10*	**To enhance multi-culturalism, race relations and human rights in the learning environment.**
•	Examine the portrayal of race, culture and gender content in existing curriculum, support documents and learning resources, and implement a plan for making these resources more reflective of the multi-racial and multi-cultural reality in Nova Scotia. **When:** ongoing **Who:** Office of Race Relations and Cross-Cultural Understanding with Community College, Extension Services, English & French Program Services, Nova Scotia Museum Complex, and community groups representative
•	Develop a plan for pre-service and in-service education programs for educational personnel in the areas of race relations, cross-cultural understanding and human rights and assist with implementation. **When:** 1992-93 Develop a plan 1993-96 Implementation **Who:** Office of Race Relations and Cross-Cultural Understanding with Nova Scotia Teachers College, Professional Development, Schools of Education, NSSBA

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
3.11	**To enhance the services and operational efficiency of the Nova Scotia Museum Complex.**
•	Develop standards for the Nova Scotia Museum Complex to achieve excellence in programs, services and educational opportunities and improve access to Museum resources. **When:** November 1992-October 1994 **Who:** Museum staff/local Boards
•	Develop an organizational structure which meets the needs of the Nova Scotia Museum complex by implementing the recommendations of the reorganization study. **When:** organizational plan complete November 1992; implementation November 1992 - November 1993 **Who:** Reorganization Committee, Deputy Minister, and Museum staff
•	Prepare a financial development strategy which incorporates new sources of revenue to ensure that the Nova Scotia Museum Complex can continue to provide essential programs and services. Investigate all sources of revenue and implement those initiatives which are cost-effective. **When:** November 1992 and continuing **Who:** Museum staff, other levels of government, private sector
•	Enhance the educational opportunities and tourism potential of the Nova Scotia Museum Complex by opening Fundy Geological Museum (Parrsboro) and the Museum of Industry (Stellarton). **When:** 1993 and 1994 respectively **Who:** Museum staff
•	Protect archaeological, fossil and ecological sites by designating two sites per year in accordance with the Special Places Protection Act. **When:** November 1992 and continuing **Who:** Museum Staff with Department of Natural Resources and Department of Environment
•	Revise, update and publish The Natural History of Nova Scotia as a primary resource for land use planners, ecologists, teachers, and the environmental assessment process. **When:** June 1992 - September 1993 Revision 1994 - Publication **Who:** Museum staff

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
•	Maximize the opportunities available to the Nova Scotia Museum Complex through the Cooperation Agreement on Tourism by planning and implementing developments at Joggins (a Special Place), Uniacke House and Lawrence House. **When:** Phase I 1992-93 Interpretive Plans Phase II 1993-94 Implementation **Who:** Museum staff
•	Increase the understanding of Nova Scotians about threatened flora and fauna by developing a travelling exhibit to illustrate "**Rare and Endangered Species**" in Nova Scotia. **When:** Open Spring 1993; Provincial travel 93-95 **Who:** Museum staff
•	Consolidate and disseminate knowledge about a nationally recognized, provincially-owned collection of Nova Scotia quilts by producing an exhibit that will travel across Canada and Nova Scotia over a period of 4 years. **When:** Open June 1993; travel 93-97 **Who:** Museum staff
3.12	**To promote competence in using information to fulfill the lifelong need to be informed.**
•	Promote information literacy, enhance lifelong learning opportunities, and improve access to library resources by automating all regional libraries and the Nova Scotia Provincial Library. **When:** beginning immediately and complete within three years **Who:** Nova Scotia Provincial Library and regional library boards, Department of Government Services, Policy Branch
•	Encourage cooperative programs and sharing of facilities between libraries and schools. **When:** beginning immediately and ongoing **Who:** Nova Scotia Provincial Library, Student Services, Regional Public Libraries, School Libraries, Library Boards Association of Nova Scotia, Nova Scotia School Library Association, School Boards
•	Develop a comprehensive user-driven information policy that will serve to promote more effective use of information resources. **When:** immediate start; in place and operational within 2 years. **Who:** Policy Branch, NovaKnowledge, stakeholders including private citizens

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS
• Research the costs and benefits of establishing a high technology network by linking all types of libraries in Nova Scotia with other established networks. **When:** March 1993 **Who:** Nova Scotia Provincial Library in co-operation with Education Media Services (Network Nova Scotia), Novanet, Nova Scotia Legislative Library, appropriate government departments
• Research costs and benefits of expanding the high technology network to include global research networks. **When:** September 1993 **Who:** Nova Scotia Provincial Library in co-operation with other participants in the Nova Scotia high technology network with global research networks
• Expand and improve a model technology research and demonstration centre for education and training. **When:** January 1993 **Who:** Education Media Services
3.13 To ensure access to a continuum of literacy/upgrading opportunities for adult Nova Scotians.
• Improve availability of literacy/upgrading training in the workplace by developing links with business, industry, workers and unions related to literacy. **When:** development September 1992 delivery April 1993 **Who:** Literacy Section
• Improve services to support the delivery of literacy/upgrading programs to all adult Nova Scotians, through practitioner training programs, resource centres, curriculum development and networking. **When:** 1992 and ongoing **Who:** Literacy Section

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
3.14	**To develop and deliver career planning services to meet the needs of adult Nova Scotians to enter the labour force or access training and education.**
•	Expand career development services to business, industry, government and labour to help them meet their changing human resource requirements **When:** began January 1992, ongoing **Who:** Career Services
3.15	**To develop a Community College system, known as the Nova Scotia Community College, providing high quality training and educational opportunities, through progress in implementation of measures described in the 1988 Government White Paper "Foundation for the Future".**
•	Develop and present community college level training in French. **When:** Collège de l'Acadie's interactive audio-visual distance education network connecting the 6 Acadian Centres in the Province has been established. The first courses began in May 1992. **Who:** Collège de l'Acadie, Community College Branch
•	Analyse and rationalize Nova Scotia Community College programs. **When:** assessment of one-third of programs will be completed in December 1992; remainder complete in 1994. **Who:** Nova Scotia Community College teachers and administrators; Planning and Research and Program Services
•	Increase vocational assessment capabilities of the Nova Scotia Community College. **When:** In 1992/93 an eighth vocational assessment centre is being established in Yarmouth at Burridge Campus with special emphasis on the development and delivery of programs and services for Francophones in consultation with Collège de l'Acadie. **Who:** Extension Services Division and the Nova Scotia Community College Administration
•	Establish the Nova Scotia Community College Board of Governors as a province-wide board to provide advice to the Minister from business, labour and equity groups. **When:** remaining seven Campus Advisory Committees will cease operation by December 1992; new Board of Governors by January 1, 1993. **Who:** Nova Scotia Community College Branch

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS
• Implement distance education techniques (i.e. interactive audio at the 19 campuses) in the Nova Scotia Community College. **When:** September 1992 **Who:** Education Media Services and Community College Campus Administration
• Adapt to the new organizational structure of the Nova Scotia Community College by giving Principals and Vice-Principals increased authority and responsibility. **When:** currently **Who:** Nova Scotia Community College Branch, Department of Education staff
• Increase awareness among Community College instructors about students with exceptional needs and appropriate teaching and evaluation strategies by designating a liaison person at each campus, sharing information, and holding two provincial meetings for training. **When:** information sharing network established January 1993. provincial meetings held fall and winter of 1993/94. **Who:** Special Services
• Provide professional development to assist community college instructors, staff and teachers to effectively utilize distance education networks **When:** beginning October 1992 **Who:** Education Media Services
• To expand the role of the Department's Media Library to coordinate the provision of media resources for Community College campuses. **When:** February 1993 **Who:** Education Media Services, Community College Branch
3.16 To ensure the Community College is accessible to those without a high school completion diploma.
• Provide academic upgrading programs to the system to provide increased accessibility for students who do not have the required entrance requirements for core courses. **When:** currently **Who:** Nova Scotia Community College

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS	
3.17	**To enhance the quality, efficiency and effectiveness of universities.**
•	Achieve better utilization of resources in universities through the establishment of an effective program review and evaluation process to ensure high quality programs are offered. **When:** commence September 1992; complete by 1995 **Who:** Nova Scotia Council on Higher Education with University Presidents
•	Develop a process to examine existing programs and to plan the expansion and introduction of programs in unique program areas or areas of specialized expertise in universities in order to avoid duplication in new programs. **When:** commence September 1992; complete by 1995 **Who:** Nova Scotia Council on Higher Education with University Presidents, Maritime Provinces Higher Education Commission
•	Provide maximum co-ordination between college campuses and universities through a system for the transferability of credits between Community College campuses and universities. **When:** commence September 1992; complete by 1994 **Who:** Nova Scotia Council on Higher Education with University Presidents and representatives from Community College campuses
•	Expand computer networks and electronic communications between higher education institutions in the Province. **When:** complete by 1994 **Who:** Nova Scotia Educational Communications Agency with Universities and Community College campuses
•	Improve capital assistance planning respecting universities through the development of a process to review and prioritize capital assistance requests. **When:** September 1993 **Who:** Nova Scotia Council on Higher Education and universities
•	Enhance the research and development potential of universities for the advancement of economic competitiveness, by developing an integrated graduate school system and promoting closer links with the private sector through a provincial university liaison office. **When:** September 1995 **Who:** Nova Scotia Council on Higher Education with Universities, Department of Economic Development

NOVA SCOTIA DEPARTMENT OF EDUCATION - ACTION PLANS
• Expand co-operation among universities in non-program areas, such as application/registration, purchasing, and similar services. **When:** September 1992 - December 1994 **Who:** Nova Scotia Council on Higher Education with universities

Communication Strategies (1992-95)

(Companion Document to Mission, Goals & Action Plans)

Prepared by the:
Nova Scotia Department of Education
Policy Branch

August 1992

The strategies outlined in this document
are based on a commitment
of the Nova Scotia Department of Education
to open, timely and responsive communications.

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Acronyms used throughout this document are listed in Appendix C, p. 107.

INTRODUCTION

This document outlines communication strategies for the department's *Mission, Goals and Action Plans* (July 15, 1992).

Departmental managers at all levels developed the *Mission, Goals & Action Plans* based on their experience and consultation with department staff. The *Mission, Goals and Action Plans* will be reviewed to accomodate the requirements of the overall planning process. As part of that process, communication strategies will be expanded to reflect all new initiatives.

This represents a new approach to planning and communications for the Department of Education. Consultation will be an integral part of the planning process.

Many groups and individuals have a stake in education and want to be consulted on and informed about departmental actions. First and foremost, department employees are critical to the success of these actions and should be kept involved and fully informed.

Divisional staff meetings will be held on a regular basis to provide employees with status reports and to request their advice on the implementation of these actions. In addition to distribution to directors, *Policy & Information Releases* and general news releases will be posted on bulletin boards throughout the department (including offices outside of metro) immediately upon release.

Externally, the groups and individuals with a stake in education are diverse and, in some cases, overlap. **Primary** stakeholders for each action are identified throughout the document.

Because the interests of stakeholders have been considered in the development of these priorities, it is essential that they are well-informed, first about the key actions, and second, about their implementation. The communication strategy for release of the *Mission, Goals & Action Plans* document is outlined in Appendix A, pp. 101 - 103.

The procedure for press conferences is outlined in Appendix B. While the "participants" in each press conference will vary, the purpose will be constant: to provide all relevant information about key departmental activities to the general public through the media in a form useful to the media. Wherever possible, stakeholders related to the announcement will be consulted prior to the press conference and will be invited to attend.

GOAL 3.1

To help achieve accountability in elementary-secondary education by means of an effective, efficient, province-wide testing program.

Communication Opportunities/Challenges

Public believe system more accountable.
Parents upset in school districts where students perform poorly.
NSTU publicly against testing.
Francophones/Acadians want tests in French.

ACTION 1 (GOAL 3.1)

Publish an annual report on the results of current testing programs, stating provincial expectations, highlighting strengths and weaknesses, and including other indicators of education inputs and outcomes. In addition, establish parameters for schools and boards to report annually on student achievement. **(First report 1992)**

COMMUNICATION STRATEGIES:

- Work with NSTU on accepting that reporting of testing results is going to happen. Consult with them on their concerns and work co-operatively on addressing them. **(immediate)**
- Produce companion brochure for report on testing in Nova Scotia, targeted at parents. **(immediate)**
- Prepare draft (pilot) report of results and discuss with NSTU, NSSBA and boards. **(1992)** Revise report as a result of consultation. **(1993)**
- Report highlights in Education Nova Scotia. **(fall 1992)**
- Distribute test results to school boards. **(January-February annually, prior to public release)**
- Meet with boards to interpret results and suggest ways to enhance strengths, address weaknesses. **(prior to public release)**
- Distribute report and Policy & Information Release to primary stakeholders. **(April annually)**
- Make report available through the N.S. Government Bookstore. **(April annually)**
- Issue press release to all media. Stress importance of accountability, board and that province is working with boards to enhance strengths, address weaknesses. **(April annually)**
- Encourage school boards to invite parents, home and schools, principals, public and media to school board meeting to discuss testing and reporting process. Director of Testing & Evaluation available to attend as required. **(1993)**
- Prepare generic speech on value of testing and accountability for use/adaptation by Minister and senior managers. **(immediate)**
- Form a committee to work with NSSBA & school boards to develop parameters for reporting student achievement. Issue joint release with NSSBA. **(1993)**

PRIMARY STAKEHOLDERS

Students.
Parents.
Teachers.
Board administrators.
NSTU.
NSSBA.
Business and labor groups.

CONTACT(S)

J. Levangie
B. Kelly

ACTION 2 (GOAL 3.1)

Develop and implement a policy which makes student participation in current testing programs compulsory and examine alternate testing procedures for students with exceptional needs.

COMMUNICATION STRATEGIES

- Circulate draft statement within department. **(August 1992)**
- Distribute statement, requesting input from stakeholders for amendment for future years. **(September 1992)**
- Send letter from Minister to student councils (for junior high and high students), explaining value of testing and why their participation is necessary. **(fall 1992)**
- Send letter from Minister to local home and school associations explaining need for mandatory participation. **(fall 1992)**
- Report new policy in Education Nova Scotia and distribute Policy & Information Release. **(fall 1992)**
- Revise statement as required. **(1993)**

PRIMARY STAKEHOLDERS

Students.
Parents.
Teachers.
Board administrators.
NSTU.
NSSBA.
Business and labor groups.
Associations representing students with exceptional needs.

CONTACT(S)

J. Levangie
B. Kelly

ACTION 3 (GOAL 3.1)

Implement and expand a mandatory Nova Scotia Elementary Language Arts Assessment Program and publish results.

COMMUNICATION STRATEGIES

- Consult with teachers, administrators and other education stakeholders on appropriate changes to testing program. **(1993)**
- Hold information sessions for teachers, schools and school boards involved. **(annually)**
- Report on expanded program in Education Nova Scotia. **(1995-96)**
- Publish results in the annual report on testing and companion brochure and highlight new programs in the press materials for those years. **(1994-95)**

PRIMARY STAKEHOLDERS

Students.
Parents.
Teachers.
Board administrators.
NSTU.
NSSBA.
Business and labor groups.

CONTACT(S)

J. Levangie
B. Kelly

ACTION 4 (GOAL 3.1)

Expand the current (grade 5) Nova Scotia Elementary Mathematics Assessment Program by testing grade 3 and publish results.

COMMUNICATION STRATEGIES

- Consult with teachers, administrators and other education stakeholders on appropriate changes to testing program. **(1993)**
- Hold information sessions for teachers, schools and school boards involved. **(1994-95)**
- Report on expanded program in Education Nova Scotia. **(1994-95)**
- Publish results in the annual report on testing and companion brochure and highlight new programs in the press materials for those years. **(1994-95)**

PRIMARY STAKEHOLDERS

Students.
Parents.
Teachers.
Board administrators.
NSTU.
NSSBA.
Business and labor groups.

CONTACT(S)

J. Levangie
B. Kelly

ACTION 5 (GOAL 3.1)

Explore the need for science testing at the elementary level to complement testing already done at the grade 9 and 12 level.

COMMUNICATION STRATEGIES

- Consult with science teachers, administrators and other appropriate stakeholders to assess the practicality and benefits of this action. **(1993-94)**
- Communicate changes (if changes are made) to testing program to teachers, administrators and other appropriate education stakeholders. **(1995)**
- Publish changes (if changes made) in the annual report on testing and companion brochure and highlight in the press materials for those years. **(Timing depends on result of consultation)**

PRIMARY STAKEHOLDERS

Students.
Parents.
Teachers.
Board administrators.
NSTU.
NSSBA.
Business and labor groups.

CONTACT(S)

J. Levangie
B. Kelly

ACTION 6 (GOAL 3.1)

Utilize achievement test results for curriculum development and initiate appropriate instructional change.

COMMUNICATION STRATEGIES

- Meet with boards to assist with interpreting results and advising on possible instructional changes. **(annually)**
- Utilize results (consultants) in in-services. **(as required)**
- Highlight any instructional changes to public that result from test results. **(as required)**

PRIMARY STAKEHOLDERS

Students.
Parents.
Teachers.
Board administrators.
NSTU.
NSSBA.
Business and labor groups.

CONTACT(S)

J. Levangie
B. Kelly

ACTION 7 (GOAL 3.1)

Participate in School Achievement Indicators Program (SAIP) of the Council of Ministers of Education Canada.

COMMUNICATION STRATEGIES

- Distribute CMEC SAIP Bulletins to board superintendents. **(ongoing)**
- Distribute feature article on SAIP to general media with a photo of a student or class writing the test. **(beginning of testing, April 1993)**
- Use ASN educational broadcast time for panel discussion involving Minister, department representatives and NSSBA representative explaining SAIP results to parents for distribution. Include name and address of departmental representative for more information. Promote broadcast by requesting schools to send notices to parents and advertise in newspapers. **(1993)**
- Prepare briefing materials regularly for minister. **(ongoing)**
- Discuss results with education stakeholders. **(prior to press conference, December 1993)**
- Arrange ministerial press conference to report results. Highlight strengths and announce initiatives to address weaknesses. Distinguish between SAIP and provincial testing program. **(December 1993)**
- Distribute Policy & Information Release and report on highlights in Education Nova Scotia. **(1993)**

PRIMARY STAKEHOLDERS

Students.
Parents.
Board administrators.
NSTU and teachers.
NSSBA.
Business and labor groups.

CONTACT(S)

J. Levangie

B. Kelly

ACTION 8 (GOAL 3.1)

Participate in the Third International Mathematics & Science Study (TIMSS).

COMMUNICATION STRATEGIES

- Discuss results with education stakeholders. **(1995)**
- Arrange ministerial press conference to report results. Highlight strengths and announce initiatives to address weaknesses. Distinguish between TIMSS and provincial testing program. **(1995)**
- Use ASN educational broadcast time for panel discussion involving Minister, department representatives and NSSBA representative explaining TIMSS results to parents for distribution. Include name and address of departmental representative for more information. Promote broadcast by requesting schools to send notices to parents and advertise in newspapers. **(1995)**
- Distribute Policy & Information Release and report on highlights in Education Nova Scotia. **(1995)**

PRIMARY STAKEHOLDERS

Students.
Parents.
Teachers.
Board administrators.
NSTU.
NSSBA.
Business and labor groups.

CONTACT(S)

J. Levangie
B. Kelly

GOAL 3.2

To increase accountability of school boards.

Communication Opportunities/Challenges

Public more confident in how tax dollars are spent.

ACTION 1 (GOAL 3.2)

Initiate a co-operative process with school boards, universities, NSTU, NSSBA and MPEF to develop an accountability framework for public and post-secondary education.

COMMUNICATION STRATEGIES

- Produce a handbook, in conjunction with NSTU, NSSBA and MPEF, on accountability in the Nova Scotia education system, targeted at "users" of policy framework. Distribute to education stakeholders and at press conference. **(1993-94)**
- Prepare a one-page information sheet for general distribution. **(1993)**
- Co-ordinate ministerial press conference. **(1993)**
- Report changes in restyled departmental annual report. **(1993)**
- Prepare generic speech and seek out speaking opportunities, particularly with business, labor and government, for Minister and senior managers on accountability. **(1993 and ongoing)**
- Prepare opinion piece for Minister for distribution to business editors. **(1993 and ongoing)**
- Distribute Policy & Information Release. **(1993)**
- Report on highlights in Education Nova Scotia. **(1993)**

PRIMARY STAKEHOLDERS

Education administrators.
NSTU.
NSSBA.
MPEF.

CONTACT(S)

J. Levangie

ACTION 2 (GOAL 3.2)

Develop (and implement) provincial policies and standards for financial management, long-range planning, fixed assets, purchasing, school closures and student transportation.

COMMUNICATION STRATEGIES

- Co-ordinate information and training sessions for appropriate personnel. **(1993-94)**
- Issue Policy & Information Release(s) as necessary. **(1993-94)**
- Make public announcements on policies that directly affect public, e.g., policies on school closures and student transportation. Policy on student transportation should be provided to all bus drivers and, depending on the nature of the policy, an information sheet should be prepared for parents. **(1994)**
- Distribute handbook on accountability to primary stakeholders. **(1994)**
- Report on initiatives in Education Nova Scotia. **(as necessary)**
- Develop communications plans in line with new policies, including crisis communications for sensitive issues (e.g., possibility of school bus accident). **(after policies are developed, 1994)**

PRIMARY STAKEHOLDERS

School boards.
Students and parents affected by school closures and pupil transportation services.
Board of Commissioners of Public Utilities.
NSSBA.
Council of Maritime Premiers (Maritime Procurement Agreement).

CONTACT(S)

R. Moody
R. Morris
D. Nauss

ACTION 3 (GOAL 3.2)

Change the nature of audits to include more emphasis on strategic and operational issues pertinent to board operations and conduct comprehensive audits for boards with major problems as requested.

COMMUNICATION STRATEGIES

- Co-ordinate appropriate training and information sessions for appropriate personnel. **(1993)**
- Issue Policy & Information Release(s). **(as necessary)**
- Report on changes to audits in Education Nova Scotia. **(1993)**
- Report changes in restyled departmental annual report. **(1993)**

PRIMARY STAKEHOLDERS

Taxpayers.
Principals and teachers.
School boards.
Government officials.
Auditor General.
Users of education services.
Education administrators.

CONTACT(S)

R. Moody
R. Morris

ACTION 4 (GOAL 3.2)

Work with school boards to develop three-year strategic plans and three-year budgetary frameworks.

COMMUNICATION STRATEGIES

- Co-ordinate strategic planning sessions for appropriate personnel. **(1993)**
- Encourage school boards to communicate plans at local level. Provide communications model used for distribution of provincial plans. **(1993)**

PRIMARY STAKEHOLDERS

Community Colleges.
Principals and teachers.
School boards.
Education administrators.
Users of education services.

CONTACT(S)

R. Moody
R. Morris

ACTION 5 (GOAL 3.2)

Monitor the human resource management function of the school boards by collecting statistical information about administrative and support staff who are not licensed teachers and by assembling non-statistical data on human resource management practices.

COMMUNICATION STRATEGIES

- Report results of monitoring to appropriate departmental personnel. Brief Minister. **(ongoing)**
- Work with school boards on re-evaluating and re-allocating human resource potential. **(ongoing)**
- Co-ordinate information and training sessions on human resource management for appropriate personnel. **(as necessary, ongoing)**

PRIMARY STAKEHOLDERS

Principals and teachers.
Education administrators.
Teachers' Pension Commission.
NSSBA.
School boards.
Users of education services.
Department of Finance.
NSTU.

CONTACT(S)

R. Moody
R. Morris

ACTION 6 (GOAL 3.2)

Publish available comparative statistics on district school board operations.

COMMUNICATION STRATEGIES

- Distribute preliminary information to NSSBA and school boards. Meet with any boards to address concerns before release of document. **(annually before release of document, Feb. 93-95)**
- Distribute Policy & Information Release. **(1993-95)**
- Issue press release to provincial media announcing its availability and the topics addressed in the statistics document. Indicate where the public can obtain the complete document. **(annually)**
- Make available through the N.S. Government Bookstore. **(annually a few days before announcing its release)**
- Report highlights in Education Nova Scotia. **(1993-95)**

PRIMARY STAKEHOLDERS

NSSBA.
School boards.
NSTU.
NSFHSA/FPANE.

CONTACT(S)

J. Levangie
W. Doggett
A. Cornwall

ACTION 7 (GOAL 3.2)

Develop and publish indicators which compare education outcomes with cost.

COMMUNICATION STRATEGY

- Publish as part of annual report on testing, see *Action 1, Goal 3.1*, p. 4.

PRIMARY STAKEHOLDERS

Students.
Parents.
Teachers.
Board administrators.
NSTU.
NSSBA.
Business and labor groups.

CONTACT(S)

J. Levangie
W. Doggett
A. Cornwall

ACTION 8 (GOAL 3.2)

Initiate a co-operative approach with the Auditor General's Office to undertake audit assignments that address particular aspects of school board operations of mutual concern.

COMMUNICATION STRATEGIES

- Report to appropriate departmental personnel. Brief Minister. **(ongoing)**
- Work with school boards on management problem areas. **(ongoing)**
- Assist with correcting management problems, as required. **(ongoing)**

PRIMARY STAKEHOLDERS

Users of education system.
Taxpayers.
Principals and teachers.
Education administrators.
School boards.
Auditor General's Office.

CONTACT(S)

R. Moody
M. Canavan

ACTION 9 (GOAL 3.2)

To implement new school construction policy and procedures.

COMMUNICATION STRATEGIES

- Send information package to school boards, Supply & Services, municipal leaders, all firms who regularly tender for school construction projects and other primary stakeholders. **(immediate and ongoing)**
- Highlight policy in all public announcements, to be made by Minister of Education or Minister of Supply and Services, about school construction projects. **(ongoing)**
- Work with school boards when school closure is announced to ensure it understands regulations on school closure. **(ongoing)**
- Predict concerns of parents and co-operatively look for workable solutions. Regularly brief Minister and seek out opportunities to communicate to local media and community on how students will be affected. **(ongoing)**
- Provide media with regular updates on the progress of school construction projects. **(ongoing)**
- Include new policy and procedures in tendering advertisements. (Note: Tendering ads are the responsibility of the Department of Supply & Services.) **(ongoing)**

PRIMARY STAKEHOLDERS

Department of Supply & Services, design and construction personnel.
School boards, NSSBA.
MLAs.
School Capital Construction Committee.
Students.

CONTACT(S)

R. Moody
D. Nauss

GOAL 3.3

To increase accountability of teachers.

Communication Opportunities/Challenges

Public more confident in quality of education system.
Excellence among teachers recognized.
Public exposed to more tension between DOE and NSTU.

ACTION 1 (GOAL 3.3)

Commence review and revise present certification system.

COMMUNICATION STRATEGIES

- Consult with NSTU, NSSBA, institutions offering teacher education programs and Minister's Advisory Committee on Teacher Certification. Notify groups of changes as part of consultation process prior to public announcement. **(1992-93)**
- Issue Policy & Information Release. **(1993)**
- Report on changes in Education Nova Scotia. **(1993)**
- Amend legislation and regulations. **(as necessary)**
- If revisions to present certification system and the qualifications of teachers are significant, make a public announcement (either a press conference involving the Minister and NSTU or a joint press release). Follow-up with reporters with past interest in certification issue. **(1993)**
- Provide updates to teachers through NSTU publication, The Teacher. **(regularly)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Teachers and principals (public school system).
Community college teachers and administrators.
University schools of education.
Minister's Advisory Committee on Teacher Certification.
NSTC.
NSHSA/FPANE.

CONTACT(S)

J. Levangie
B. Woodbury

ACTION 2 (GOAL 3.3)

Develop standards for academic and professional qualifications of teachers to teach selected subjects.

COMMUNICATION STRATEGIES

- Consult with NSTU, NSSBA, institutions offering teacher education programs, including Université Ste.-Anne, and other stakeholders in developing appropriate standards. **(beginning September 1993)**
- Work with communications/information personnel on best ways to communicate standards. **(late 1993)**
- Develop policy on what happens to teachers now in the system. Issue Policy & Information Release and report in Education Nova Scotia. **(1993)**
- Explore feasibility of producing joint DOE/NSTU video on *Thinking of Becoming a Teacher?* for distribution to school guidance counsellors, career service institutions, libraries and cable tv. Also make available through Education Media Services. **(1994-95)**
- Send award-winning teachers congratulatory letter from Minister. **(ongoing)**
- Highlight existing Commonwealth Trust Fellowship and Education Week awards.
- Explore means to recognize teaching excellence at community colleges. **(1994-95)**
- Amend legislation and regulations. **(as necessary)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Colleges and universities.
Business and industry.
Teachers/board staff.
NSFHSA.
FPANE & CPF.

CONTACT(S)

B. Haines L. Naud A. LeBlanc

ACTION 3 (GOAL 3.3)

Audit the implementation of teacher performance appraisal and evaluation policies established as a result of the recent teaching effectiveness initiative.

COMMUNICATION STRATEGIES

- Discuss results of audit with NSTU and NSSBA and issue joint press release. **(fall 1993)**
- Report results of the audit in Policy & Information Release and in Education Nova Scotia. **(fall 1993)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Teachers.
School administrators.
Superintendents of schools.

CONTACT(S)

B. Haines
D. Richardson

GOAL 3.4

To offer new intensive initiatives to upgrade teaching skills.

Communication Opportunities/Challenges

Teachers supported in efforts to upgrade their skills.
Excellence recognized.
Greater public confidence in education system.

ACTION 1 (GOAL 3.4)

Design and implement in-service training for teachers in instructional strategies and student evaluation.

COMMUNICATION STRATEGIES

- Consult with NSTU and NSSBA on design and implementation. **(1992-93)**
- Promote in-services and curriculum changes as positive responses to system performance in testing. Communicate with French 1st-Language boards as to whose responsibility this is at DOE. **(ongoing)**
- Co-ordinate in-services for schools and teachers with senior high pilots. **(ongoing)**
- Produce brochure targeted at parents outlining *The Changing Child, The Changing Classroom*. Reinforce this theme in other communication initiatives. **(1995)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Teachers.
Colleges and universities.
Administrators.
Students.
NSFHSA.
FPANE & CPF.

CONTACT(S)

B. Haines
D. Richardson

ACTION 2 (GOAL 3.4)

Design and implement in-service training for classroom teachers in instructional strategies and student evaluation for students with exceptional needs.

COMMUNICATION STRATEGIES

- Consult with NSTU, NSSBA, special education associations and Association for Bright Children on design and implementation. **(1993-94)**
- Prepare and distribute feature article on teaching children with exceptional needs. **(Education Week, April 1994, Theme - Special Education)**
- Distribute in-service calendar to all schools and school boards and reprint in Education Nova Scotia. **(as scheduled)**
- Promote in-services and curriculum changes as positive responses to system performance in testing. **(ongoing)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Special education associations.
Special education supervisors.
School board curriculum supervisors.
Association for Bright Children.
Departments of Health & Community Services.
Parents.
Teachers.
NSFHSA.
FPANE & CPF.

CONTACT(S)

B. Haines
Director, Special Services

ACTION 3 (GOAL 3.4)

Improve assessment, intervention and consultation skills of resource teachers, especially at the secondary level, through summer short courses and institutes.

COMMUNICATION STRATEGIES

- Consult with NSTU, NSSBA, special education associations and Association for Bright Children on design and implementation. **(1993-94)**
- Distribute in-service calendar to all schools and school boards and reprint in Education Nova Scotia. **(as scheduled)**
- Promote in-services and curriculum changes as positive responses to system performance in testing. **(ongoing)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Special education supervisors.
Teachers.

CONTACT(S)

B. Haines
Director, Special Services

ACTION 4 (GOAL 3.4)

Upgrade teacher skills in science and mathematics through summer institutes and in-service days to focus on essential skills in problem solving and technology.

COMMUNICATION STRATEGIES

- Consult with NSTU and NSSBA on design and implementation. **(1992-93)**
- Invite media to summer institutes to educate them about what is going on in the classroom. Strategy likely more effective outside metro. Target science reporters (e.g., Richard Zurawski, ATV) **(as scheduled)**
- Distribute in-service calendar to all schools and school boards and reprint in Education Nova Scotia. Include French and English in-services. **(as scheduled)**
- Promote in-services and curriculum changes as positive responses to system performance in testing. **(ongoing)**
- Promote initiatives during Science & Technology Week. **(October annually)**
- Invite Home & School Associations, FPANE and CPF to observe. **(as applicable)**

PRIMARY STAKEHOLDERS

NSTU.
NSTC.
Colleges and universities.
APICS (secondary).
Teachers.
Voluntary Planning.
Business and industry.

CONTACT(S)

B. Haines
L. Naud
A. LeBlanc
J. Muir

ACTION 5 (GOAL 3.4)

Focus on improving the teaching of the essentials of communication skills, problem solving and critical thinking in all grade P-12 curriculum by training district school board teams who will in turn train their staffs.

COMMUNICATION STRATEGIES

- Consult with NSTU and NSSBA on design and implementation. **(1992-93)**
- Prepare training manuals for school board teams to use in staff in-services. **(1993-94)**
- Distribute in-service calendar to all schools and school boards and reprint in Education Nova Scotia. **(as scheduled)**
- Promote in-services and curriculum changes as positive responses to system performance in testing. **(ongoing)**
- Co-ordinate workshops for principals. **(as required)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Colleges and universities.
School board officials.
Voluntary Planning.
Business and industry.
NSFHSA.
FPANE & CPF.

CONTACT(S)

B. Haines
L. Naud

ACTION 6 (GOAL 3.4)

Improve teacher skills in the use of technology in the teaching of science and math through regional provincial in-services.

COMMUNICATION STRATEGIES

- Publish special EMS catalogue focusing on media resources on use of technology in teaching. **(1993)**
- Consult with NSTU and NSSBA on design and implementation. **(1992-93)**
- Invite media and NSSBA to technology in-services to educate them on what is going on in the classroom. Strategy likely more effective outside metro. Target technology/science reporters **(as scheduled)**
- Pitch program on technology in the classroom to Richard Zurawski, who produces a local science show for kids. **(1993 Education Week, theme Technology in Education)**
- Promote initiative during Science & Technology Week. **(October annually)**
- Distribute provincial in-service calendar to all schools and school boards and reprint in Education Nova Scotia. **(as scheduled)**
- Promote in-services and curriculum changes as positive responses to system performance in testing. **(ongoing)**
- Invite Home & School Associations, FPANE and CPF to observe. **(as applicable)**
- Arrange follow-up sessions to workshops using Network Nova Scotia. **(as scheduled)**

PRIMARY STAKEHOLDERS

NSSBA & school boards.
Faculties of education.
NSFHSA.
Voluntary Planning.
NSTU, teachers.
Teacher Centres.
FPANE & CPF.

CONTACT(S)

B. Haines
L. Naud
A. LeBlanc

ACTION 7 (GOAL 3.4)

Improve pre-service teacher education in math and science through new applications of technology.

COMMUNICATION STRATEGIES

- Present in-services at conferences based on IBM project at Dalhousie and NSTC. **(1993-94)**
- Commission teachers to write articles for publication on technology in math and science. **(ongoing)**

PRIMARY STAKEHOLDERS

NSTC.
NSSBA.
Colleges and universities.
NSCHE.
Faculties of education.
NSTU.
Voluntary Planning.

CONTACT(S)

B. Haines
J. Muir

GOAL 3.5

To improve responsiveness of education to students with exceptional needs, students who are not achieving success in school, and those who are seeking re-entry.

Communication Challenges/Opportunities

Department mission of lifelong learning reinforced through access to educational opportunities for all Nova Scotians. Increased demands for services and funding from interest groups.

ACTION 1 (GOAL 3.5)

Develop provincial guidelines on evaluation for students with exceptional needs to allow greater success for the students in academic courses, including how to represent modified credits on transcripts.

COMMUNICATION STRATEGIES

- Consult on actions with primary stakeholders. **(1992-93)**
- Issue Policy & Information Release(s). **(as required, 1993-94))**
- Meet with special interest groups and individuals to explain changes. Provide information sheet/brochure. **(as required, 1993-94)**
- Amend legislation, regulations and bulletins. **(as required)**
- Report new guidelines in Education Nova Scotia and Special Services Handbook (see below, *Action 4, Goal 3.5*). **(as required, 1993-94)**
- Promote new DOE Special Services Division with its added mandate and resources.

PRIMARY STAKEHOLDERS

NSTU.
Special education associations.
Special education supervisors.
Association for Bright Children.
NSSBA.
Teachers.
School board administrators.

CONTACT(S)

B. Haines
Director, Special Services

ACTION 2 (GOAL 3.5)

Revise Bulletin 5, which defines eligible expenditures for special education to include intellectually gifted students within the definition of students with exceptional needs.

COMMUNICATION STRATEGIES

- Meet with special interest groups and individuals to explain changes. **(1992)**
- Issue Policy & Information Release(s) and general press release. **(1992)**
- Develop response for increased demands for programs and services. **(immediate)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Special education associations.
Association for Bright Children.
School board curriculum supervisors.
NSFHSA.
FPANE & CPF.

CONTACT(S)

B. Haines
Director, Special Services
D. Richardson

ACTION 3 (GOAL 3.5)

Examine inclusion in the *Education Act* of specific provisions for students with exceptional needs.

COMMUNICATION STRATEGIES

- Consult on actions with education stakeholders and consider impact on funding. **(1992)**
- Issue Policy & Information Release(s). **(as required)**
- Meet with special interest groups to explain changes. **(as required)**
- Amend legislation. **(as required)**
- Report new legislation in Education Nova Scotia and Special Services Handbook (see *Action 4, Goal 3.5*). **(if required, 1994)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Special education associations.
Other government departments.

CONTACT(S)

B. Haines
Director, Special Services
D. Richardson

ACTION 4 (GOAL 3.5)

Develop provincial *Special Services Handbook* to provide consistency and accountability across school boards in special education policies and procedures.

COMMUNICATION STRATEGIES

- Form steering committee with representatives from appropriate interest groups to prepare handbook. **(1993)**
- Issue press release and handbook to general media. **(September 1994)**
- Distribute with Policy & Information Release. **(September 1994)**
- Make available through N.S. Government Bookstore. **(September 1994)**
- Report on policies and procedures in Education Nova Scotia. **(September 1994)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Teachers.
Special education supervisors.

CONTACT(S)

B. Haines
Director, Special Services

ACTION 5 (GOAL 3.5)

Develop innovative alternative programs to address specific needs such as literacy and other essential skills and progress towards the goal of literacy for all; develop models which allow more flexible scheduling of the school day to accommodate a broader range of students.

COMMUNICATION STRATEGIES

- Consult with stakeholders on program development. **(1992-93)**
- In co-operation with Extension Services, seek corporate sponsorship for co-operative campaigns on alternative programs to include busboards, posters for sites such as video arcades and record stores, etc. **(1994)**
- Prepare and distribute feature articles for general media on alternative programs and literacy. **(1993-94 as pilots are ongoing)**
- Develop/update display unit for use by literacy facilitators in local communities. **(immediate)**
- Report on programs and initiatives in Education Nova Scotia and in-house brochures. **(ongoing)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
School administrators.
CEIC.
Students.

CONTACT(S)

B. Haines
D. Richardson

GOAL 3.6

To reduce the number of dropouts.

Communication Opportunities/Challenges

Addresses perception that education system is failing a portion of our youth. Opportunity for co-operative ventures with CEIC Stay-in-School initiatives.

ACTION 1 (GOAL 3.6)

Increase consistency and accuracy of current data on pupil withdrawals and graduations by improving data collection procedures.

COMMUNICATION STRATEGY

- Provide boards with necessary information and/or training for accurate data collection. **(immediate)**

PRIMARY STAKEHOLDERS

NSSBA.
School boards.
NSTU.

CONTACT(S)

J. Levangie
W. Doggett

ACTION 2 (GOAL 3.6)

Define and determine a dropout rate for Nova Scotia using available data.

COMMUNICATION STRATEGIES

- Consult with school boards concerning appropriate definition for drop-out rate. **(1992)**
- Circulate information on drop-out rates which have been determined to school boards for review and comment. **(1992)**
- Publish information in annual statistical summary. **(1993)**

PRIMARY STAKEHOLDERS

NSSBA.
School boards.
NSTU.

CONTACT(S)

J. Levangie
W. Doggett

ACTION 3 (GOAL 3.6)

Establish goals for increasing high school completion and reducing dropouts, consistent with targets set in the Economic Council of Canada Report, *A Lot to Learn.*

COMMUNICATION STRATEGIES

- Communicate goals to education stakeholders. Work with boards with high drop-out rates to determine cause and solution. **(1993)**
- Include reliable statistics in comparative statistics school board documents, with narrative on what is being done to address the drop-out problem. **(annually, 1993-95)**
- Compare with statistics available from CEIC Stay-in School initiative. Clarify any inconsistencies. **(January 1993)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Students.
Business and labor.

CONTACT(S)

B. Haines
D. Richardson

ACTION 4 (GOAL 3.6)

Continue development of the stay-in-school initiatives.

COMMUNICATION STRATEGIES

- Review Employment & Immigration Canada communication strategies. **(immediate)**
- Explore opportunities for joint initiatives, i.e., video, advertising, poster for arcades, corner stores and record stores, busboard ads, brochures, etc. Identify key spokespersons (that students can identify with) as a centrepiece for the campaign. **(1992-93)**
- Survey students who have dropped out, have returned to school or have remained in school to provide their perspective on the drop-out and discipline problem. **(1993)**
- Utilize ASN educational broadcast time to host panel discussion on drop-out issue. **(1993)**
- Make DOE publications available for reports of effective school board initiatives (e.g., special *Journal of Education* edition in collaboration with CEIC). **(1993-94)**

PRIMARY STAKEHOLDERS

CEIC.
NSTU.
NSSBA.
Students.
Business and labor.

CONTACT(S)

B. Haines
D. Richardson

GOAL 3.7

To develop more effective approaches to discipline.

Communications Opportunities/Challenges

Perception that discipline is related to the dropout problem addressed.
People who believe discipline belongs in the home could resist.
Opportunity for students to participate in decision-making that affects them.

ACTION 1 (GOAL 3.7)

Design and implement professional development activities (workshops, summer institutes) to increase the strategies teachers use to help address student discipline.

COMMUNICATION STRATEGIES

- Consult with teachers, counsellors, school administrators and school boards on design and implementation. **(1992-93)**
- Publicize in-service sessions. **(ongoing)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
N.S. Association of School Counsellors.

CONTACT(S)

B. Haines
D. Richardson

ACTION 2 (GOAL 3.7)

Provide a provincial policy from which schools and district school boards will develop their policies on student discipline.

COMMUNICATION STRATEGIES

- Consult with teachers, counsellors, school administrators, parents and school boards. **(1992-93)**
- Issue press release to all provincial media. **(1993)**
- Issue Policy & Information Release. Amend regulations. **(if necessary)**
- Seek feedback from other stakeholders. **(1993)**

PRIMARY STAKEHOLDERS

NSTU.
NSSBA.
Student councils.
NSFHSA.
CPF & FPANE.
Students.
Parents/guardians.

CONTACT(S)

B. Haines
D. Richardson

GOAL 3.8

To improve mathematics and science programs.

Communications Opportunities/Challenges

Addresses concern about quality of science and math programs.
Opportunity to encourage more females to continue studies in math and science.

ACTIONS 1, 2, 3 & 4 (GOAL 3. 8)
(Actions 1-4 all relate to program development)

Design new elementary science program to include physical science, life sciences, earth/space sciences, environmental sciences and technological studies.

Increase student problem solving skills in science through the implementation of a new grade 10 integrated science course for all students that incorporates materials on technology and research and development problem solving.

Develop and implement new physics program in co-operation with MPEF which emphasizes engineering and technology concepts.

Design and implement new grade 10 mathematics course focusing on integrating technology in mathematics and assisting students to make connections between mathematics and its applications.

COMMUNICATION STRATEGIES

- Consult with appropriate stakeholders on program development. **(1992-93)**
- Solicit public input on the elementary science proposal. **(October 1992)**
- Host panel discussion using ASN educational broadcast time explaining significant program changes to parents. Make video copy of program available through EMS for use in schools, home and schools, etc. **(as required)**
- Explore cost of a series of brochures or information sheets, *What's Your Child Learning?*, targeted at parents and general public: one each on the elementary, junior and senior high programs. Brochures would be distributed at displays, to Home and School Associations and, in the absence of active Home & School Associations, through the schools. **(1994)**
- Promote changes in programs in public announcements and to press (targeting science reporters) as initiatives that respond to testing results. **(ongoing)**
- Report changes to programs in Education Nova Scotia. **(as required)**
- Revise Public School Program document with emphasis on new focus. **(next printing)**
- Publish special media catalogues focusing on resources available from EMS. **(immediate)**

PRIMARY STAKEHOLDERS

Science teacher associations.
NSTU.
NSSBA.
MPEF.
Scientific community.
Colleges/universities.
Business and labor groups.

CONTACT(S)

B. Haines

L. Naud

A. LeBlanc

ACTION 5 (GOAL 3.8)

Improve student achievement by teaching learning strategies.

COMMUNICATION STRATEGIES

- Provide necessary training for teaching learning strategies. (project funded by CEIC) **(1992-95)**

PRIMARY STAKEHOLDERS

NSTU.
Teachers.
Institutions with teacher education programs.

CONTACT(S)

B. Haines
J. Muir
D. Richardson

ACTION 6 (GOAL 3.8)

Upgrade computer-related studies teachers on the latest advances in technology and methodology.

COMMUNICATION STRATEGIES

- Publish and distribute evaluation of new software resources. **(1993)**
- Provide information through teachers' centres. **(ongoing)**
- Include on in-service calendar. **(as scheduled)**
- Invite media to attend teacher technology update sessions. **(as scheduled)**
- Include as one of *Teachers Talking to Teachers* programs on ASN. **(1993)**
- Conduct update sessions using Network Nova Scotia. **(as required)**

PRIMARY STAKEHOLDERS

Computer-related studies teachers.
School boards.
Faculties of education.
NSTU.

CONTACT(S)

B. Haines
L. Naud
B. Hart

GOAL 3.9

To promote equal educational opportunities and rationalization of education costs.

Communications Opportunities/Challenges

Contributes to growing recognition that dollars are limited.
"Equal" means different things to different people (urban v. rural).

ACTION 1 (GOAL 3.9)

Implement approved recommendations of 1992 core report.

COMMUNICATION STRATEGIES

- Brief education stakeholders on core **prior to public announcement**.
- Arrange press conference to release core document publicly. Stress that core provides all with access to a quality education. **(fall 1992)**
- Utilize ASN educational broadcast time to host panel discussion on core. Ask schools to send notices home to parents advertising program. Make video available through EMS for meetings and presentations. **(fall 1992)**
- Set up toll-free line (bilingual) to deal with concerns. **(fall 1992)**
- Distribute report to groups and individuals who presented at the core public hearings. Distribute report and Policy & Information Release. **(at time of release)**
- Make report available through N.S. Government Bookstore. **(at time of release)**
- Report in Education Nova Scotia, issue Policy & Information Release. **(fall 1992)**
- Meet with school boards requesting assistance developing their implementation plans, determining their retraining needs and identifying efficiencies. **(Sept. '92-Jan. '93)**
- Conduct summer institutes, professional development in-services and workshops as required. **(1992-93)**
- Use Network Nova Scotia to facilitate in-service training through distance education. **(1992-93)**
- Form committee to review core annually and report changes to stakeholders. **(immediate)**

PRIMARY STAKEHOLDERS

NSTU.
NSFHSA.
Teachers.
School board administrators.
NSSBA.
FPANE & CPF.
Parents.

CONTACT(S)

B. Haines
L. Naud
A. LeBlanc

GOAL 3.10

To enhance multi-culturalism, race relations and human rights in the learning environment.

Communication Opportunities/Challenges

Action responds to demand from many sectors.
Demand created for further action.

ACTION 1 (GOAL 3.10)

Examine the portrayal of ethno-cultural, race relations and gender content in existing curriculum and support documents and learning resources and implement a plan for making these resources more reflective of multi-cultural reality.

COMMUNICATION STRATEGIES

- Consult with primary stakeholders. **(ongoing)**
- Establish methods for department to assess progress in this area and communicate progress internally and externally. **(1992)**
- Promote Office for Race Relations and Cross-Cultural Understanding and its mandate. **(fall 1992 and ongoing)**
- Develop a brochure for the office and its mandate. **(immediate)**
- Host a "getting to know you session" for the office (similar to opening of Black Learners Advisory Committee Office). Invite media, members of the multicultural community and other stakeholders. **(fall 1992)**
- Target black, Micmac and multicultural press/broadcast media in Atlantic region, as well as general media, for actions related to the office. **(ongoing)**
- Ensure all communication vehicles of the department reflect the ethno-cultural, racial and gender diversity of Nova Scotia, including curriculum materials, photographs, museum exhibits, publications, etc. **(ongoing)**

PRIMARY STAKEHOLDERS

Multicultural Association of Nova Scotia (MANS).
Black Educators Association (BEA).
Black Learners Advisory Committee (BLAC).
Confederacy of Mainland Micmacs.
Native Council of Nova Scotia.
Status of Women.
Human Rights Commission.
NSTU.
NSSBA.
NSTC.
Union of N.S. Indians.
Disabled Persons Commission.
Women's Directorate.
All DOE branches.

CONTACT(S)

B. Haines G. Redden J. Jones-Darrell

ACTION 2 (GOAL 3.10)

Develop a plan for pre-service and in-service education programs for educational personnel in the areas of race relations, cross-cultural understanding and human rights and assist with implementation.

COMMUNICATION STRATEGIES

- Consult with primary stakeholders in developing plan. **(1992-93)**
- Develop specific communication strategies that relate to approved plan. **(1993)**

PRIMARY STAKEHOLDERS

Multicultural Association of Nova Scotia (MANS).
Black Educators Association (BEA).
Black Learners Advisory Committee (BLAC).
Confederacy of Mainland Micmacs.
Native Council of Nova Scotia.
Status of Women.
Human Rights Commission.
NSTU.
NSSBA.
NSTC.
Union of N.S. Indians.
Disabled Persons Commission.
Women's Directorate.

CONTACT(S)

B. Haines
G. Redden
J. Jones-Darrell

GOAL 3.11

To enhance the services and operational efficiency of the Nova Scotia Museum Complex.

Communication Opportunities/Challenges

Appeal increased for visitors.
Contributors more confident in value for dollars spent.

ACTION 1 (GOAL 3.11)

Develop standards for the Nova Scotia Museum Complex to achieve excellence in programs, services and educational opportunities and improve access to Museum resources.

COMMUNICATION STRATEGIES

- Consult with Museum boards, museums in other provinces and other government departments in developing standards. **(immediate and continuing to 1994)**
- Evaluate stakeholder use and satisfaction through user surveys. **(ongoing)**
- Continue program and service promotions to schools and the public through departmental and Museum publications and local contact between branch museums and schools throughout the province. **(continuing)**
- Communicate standards to Museum employees through staff meetings, Intercom and Museum bulletins. **(ongoing)**

PRIMARY STAKEHOLDERS

Students, tourists and museum users.
Users of the Museum Assistance Policy.
General public.

CONTACT(S)

C. Stevenson

ACTION 2 (GOAL 3.11)

Develop an organizational structure which meets the needs of the Nova Scotia Museum Complex by implementing the recommendations of the reorganization study.

COMMUNICATION STRATEGIES

- Finalize communications plan after reviewing museum reorganization plan. **(October 1992)**
- Determine press materials after reorganization study is reviewed by Publication & Communication and Museum information officers. Consider media relations strategies in areas where branch museums are located. **(October 1992)**
- Communicate reorganization details (similar to model for departmental reorganization) to Board of Governors, staff and other stakeholders through meetings, Intercom and Museum bulletins prior to public announcement. Prepare and distribute information sheets to staff at meetings. **(November 1992)**
- Arrange ministerial press conference. **(November 1992)**
- Report on reorganization in Museum News, Education Nova Scotia and Intercom. **(November 1992)**
- Monitor implementation of reorganization (reorganization team). **(Nov. '92-Nov. '93)**

PRIMARY STAKEHOLDERS

Museum staff.
Museum users.
N.S. Museum Board of Governors.
Local boards (branch museums).
Other Department of Education branches.
Other government departments.

CONTACT(S)

G. Masters
C. Stevenson

ACTION 3 (GOAL 3.11)

Prepare a financial development strategy which incorporates new sources of revenue to ensure that the Nova Scotia Museum Complex can continue to provide essential programs and services. Investigate all sources of revenue and implement those initiatives which are cost-effective.

COMMUNICATION STRATEGIES

- Develop communication strategy after financial strategy finalized (e.g., specific planned strategies required if user fees or public voluntary fund raising efforts are to be introduced). Direct communication strategy at relevant stakeholders, e.g, Museum boards, staff, potential funding agencies, regional tourist associations and the public. **(1993-94)**
- Publish results of economic and educational impact study of Nova Scotia Museum Complex sites taking place in 1993. **(1994)**
- Co-ordinate promotional activities with the Department of Tourism to maximize distribution channels, e.g., Summer Sail Sell '92. **(ongoing)**
- Work with Voluntary Planning, tourism sector to co-ordinate activities with the industry. **(ongoing)**
- Prepare information kits and background material on the N. S. Museum Complex that describes its services, collections, mandate and facilities. **(1994-95)**

PRIMARY STAKEHOLDERS

Department of Education (other branches).
N.S. Museum Board of Governors.
N.S. Museum Complex staff.
N.S. Museum users (students, general public and tourists).
Other museums.
Other government departments.

CONTACT(S)

C. Stevenson

ACTION 4 (GOAL 3.11)

Enhance the educational opportunities and tourism potential on the Nova Scotia Museum Complex by opening Fundy Geological Museum (Parrsboro) and the Museum of Industry (Stellarton).

COMMUNICATION STRATEGIES

- Arrange open house and special interest tours (e.g., academics and industry) to build up to Museum of Industry opening. **(1992 to opening)**
- Arrange "grand openings." Invite media, (including tourist writers), local business representatives (including hotel/motel operators), schools, Museum board members, politicians, "rockhounds" to Parrsboro opening, industry leaders to Stellarton opening, historical/heritage societies and members of the community. **(1993 and 1994 at times of openings)**
- Advertise openings in local media. **(as required)**
- Arrange tours of the site as part of the opening. Offer media and tourism industry tours in advance of the opening. **(as required)**
- Invite community organizations to hold special events at sites. (e.g. Education Week 1993, theme *Technology in Education*, may hold award ceremonies at Museum of Industry). **(ongoing)**
- Develop joint marketing initiatives with Department of Tourism and work with local tourism associations. **(1993-94)**
- Produce promotional brochures for both new sites and a new all-site brochure for the Complex. **(1993 for Fundy Geological brochure, 1994 for others)**
- Report on new sites in Education Nova Scotia, Museum News and Learning Resources Catalogue. **(1993 and 1994)**
- Provide information package to schools on educational opportunities at museums. **(annually)**
- Develop communication awareness campaign for tour bus companies and associations and buff markets. **(1993-94)**
- Work in association with Cumberland Geological Society on Fundy Geological Society. **(ongoing)**
- Include both new museums in provincial, national, and international directories of museums. **(1993-94)**

PRIMARY STAKEHOLDERS

Students, tourists and general public.
Parrsboro and Cumberland County.
Cumberland Geological Society.
Stellarton, New Glasgow and Pictou County.
Tourism industry.
Department of Tourism.

CONTACT(S)

C. Stevenson
J. Hault

ACTION 5 (GOAL 3.11)

Protect archaeological, fossil and ecological sites by designating two sites per year in accordance with the Special Places Protection Act.

COMMUNICATION STRATEGIES

- Organize designation ceremonies at sites, where possible. Invite members of natural history groups, MLAs and local government representatives, media, local museums and environmental and other interested community groups. **(twice yearly)**
- Work with public relations division of private companies which are involved. **(ongoing)**
- Report in Museum News and Education Nova Scotia. **(twice yearly)**
- Issue targeted press releases and photos to local media. **(twice yearly)**
- Encourage feature articles and interviews with media. **(ongoing)**
- Prepare brochures and other interpretive materials for Special Places. **(ongoing)**
- Inform those involved with Federal Endangered Spaces Program, Canadian Council on Ecological Areas, National Biodiversity (Conservation) Strategy, Provincial Wildlife Strategy and Provincial Sustainable Development Strategy of designations. **(ongoing)**
- Investigate feasibility of video to communicate the importance of these sites, particularly the inaccessible and fragile ones. **(1993-94)**

PRIMARY STAKEHOLDERS

Aboriginal peoples.
Researchers.
Present and future generations of Nova Scotians.
Other government departments.

CONTACT(S)

C. Stevenson
R. Frame

R. Ogilvie

ACTION 6 (GOAL 3.11)

Revise, update and publish *The Natural History of Nova Scotia* as a primary resource for land use planners, ecologists, teachers and the environmental assessment process.

COMMUNICATION STRATEGIES

- Develop concise, descriptive statement about project and its public benefit. **(immediate)**
- Consult with teachers, public and relevant agencies on revisions. **(ongoing)**
- Distribute publication to public libraries, secondary schools and specialized libraries. **(1993-94)**
- Market publication to specialized user audience. **(1993-94)**
- Elicit book reviews in technical and other publications. **(1993-94)**
- Hold book launch, inviting major users. **(1993-94)**
- Encourage feature articles and interviews with media. **(ongoing)**
- Co-ordinate public relations with Co-operation Agreement on Sustainable Development. **(1993-94)**
- Write about in The Teacher, Museum News and Education Nova Scotia. **(1993-94)**
- Investigate other formats for communicating information gathered through this process. **(1994-95)**

PRIMARY STAKEHOLDERS

Teachers, instructors, professors and students.
Departments of Natural Resources, Environment, Fisheries, Municipal Affairs, Tourism & Culture.
Federal Department of Environment and Co-operation Agreement on Sustainable Development.
Environmental planners.
Naturalists, natural history and environmental societies.

CONTACT(S)

C. Stevenson
R. Frame
D. Davis

ACTION 7 (GOAL 3.11)

Maximize the opportunities available to the Nova Scotia Museum Complex through the Co-operation Agreement on Tourism by planning and implementing developments at Joggins (a Special Place), Uniacke House and Lawrence House.

COMMUNICATION STRATEGIES

- Co-ordinate communication strategy and protocol with federal and provincial departments of Tourism. **(ongoing)**
- Develop joint marketing initiatives with Department of Tourism & Culture. **(1994-95)**
- Arrange "openings" for developed sites involving special guests such as local MLAs, community, etc. **(as necessary)**
- Produce new brochures or update existing brochures. **(as necessary, 1994-95)**
- Report on developments in Education Nova Scotia and Museum News. **(as necessary)**
- Communicate benefits of local involvement in these projects through local media. **(immediate)**
- Develop public events and media relations strategy which support these three developments. **(1993-95)**

PRIMARY STAKEHOLDERS

Students, tourists and general public.
Local communities (Joggins, Maitland and Mount Uniacke).
Department of Tourism and Culture/Co-operation Agreement on Tourism.

CONTACT(S)

C. Stevenson
R. Frame

ACTION 8 (GOAL 3.11)

Increase the understanding of Nova Scotians about threatened flora and fauna by developing a travelling exhibit to illustrate *Rare and Endangered Species* in Nova Scotia.

COMMUNICATION STRATEGIES

- Consult with other government departments, universities and agencies to gather and update information about Nova Scotia's endangered species. **(immediate and ongoing)**
- Prepare interpretive materials, such as specimens, models as photographs to accompany exhibit. **(ongoing)**
- In association with *Back to Nature*, Tourism and Culture's theme for 1993, develop awareness campaign of Nova Scotia's endangered species. Publish a "Peeper" (a series of essays) on endangered species in Nova Scotia. **(1993-94)**
- Develop public programs for exhibit showings throughout the province. **(1993)**
- Develop press and school materials to accompany exhibit. **(1993)**
- Promote exhibits in Museum News and Education Nova Scotia. **(prior to exhibit)**
- Arrange media interviews. **(ongoing 1993-95)**
- Confirm museum bookings and Truro booking in association with *International Caretakers of the Environment Conference*. **(as necessary)**
- Investigate possibility of awareness campaign directed at civil servants (pay cheque inserts). **(1993)**

PRIMARY STAKEHOLDERS

Outdoor enthusiasts and environmental associations.
Other government departments. (e.g., Natural Resources, Environment, Fisheries).
Visitors to Nova Scotia.
Students, tourists and general public.

CONTACTS

C. Stevenson
R. Frame

ACTION 9 (GOAL 3.11)

Consolidate and disseminate knowledge about a nationally recognized, provincially owned, collection of Nova Scotian quilts by producing an exhibit that will travel across Canada and Nova Scotia over a period of four years.

COMMUNICATION STRATEGIES

- Consult with public to consolidate information about quilts, e.g., Women's Institute, Red Cross, local historical societies and museums and visiting public. **(ongoing)**
- Photograph collection in branches for use in exhibit and public relations. **(immediate)**
- Develop reference publication (catalogue) for national and provincial tour. **(1993)**
- Develop public programs in association with local quilting groups while exhibit is in province. **(summer 1993, 1995-95)**
- Revise/update school resource materials to travel with exhibit. Arrange media interviews. **(1995-96)**
- Confirm bookings in museums across the country. **(as necessary)**
- Work with Tourism and Culture's familiarization program to encourage out-of-province writers to write about quilts. **(immediate)**
- Co-ordinate communications strategy in co-operation with the Department of Communications, Canada.. **(ongoing)**
- Develop souvenir and/or advertising poster (for sale or corporately sponsored). **(1993-94)**
- Promote in Museum News, Education Nova Scotia, museum newsletters nation-wide, and tourist literature. **(as exhibit schedule dictates)**
- Develop press materials. Arrange media interviews. **(as necessary)**

PRIMARY STAKEHOLDERS

Museum visitors across Canada.
Students, tourists and general public.

CONTACT(S)

C. Stevenson

R. Frame

GOAL 3.12

To promote competence in using information to fulfil the lifelong need to be informed.

Communication Opportunity/Challenge

Helps library compete with other interests of users. Opportunity to develop desired image for modern library and promote image to users.

ACTION 1 (GOAL 3.12)

Promote information literacy, enhance lifelong learning opportunities and improve access to library resources by automating all regional libraries and the Provincial Library.

COMMUNICATION STRATEGIES

- Distribute Provincial Library's request for proposal to all regional libraries for comment. **(August 1992)**
- Distribute Provincial Library's request for proposal to government libraries and community colleges. **(Sept. 1992)**
- Develop focus groups of staff and stakeholders to evaluate systems proposals. **(September 1992)**
- Invite regional libraries to a demonstration of proposed system. **(November 1992)**
- Issue press release to local media about the automation plan including the network. **(immediately)**
- Issue press release to local media on the signing of the contract. **(estimate March 1993)**
- Update NovaKnowledge group regularly. **(ongoing)**
- Train provincial library staff. **(immediate and ongoing)**
- Train regional libraries' staff. **(April 1993 and ongoing)**
- Provide tours of the Provincial Library to demonstrate the automated system. **(summer 1993)**
- Distribute feature story explaining establishment and advantages of the automated system. **(summer 1993)**
- Contribute regular column concerning the automated system to library newsletters. (APLA Bulletin, NSLA News, NSSLA News, Feliciter) **(immediate and ongoing)**
- Exhibit automated system at conferences, exhibits, fairs and trade shows. (APLA, NSTU, NSSLA) **(September 1993 and ongoing)**
- Organize official systems launch of new automated library system. **(fall 1993)**
- Develop newsletter to communicate updates on automation at regular intervals to all stakeholders. **(1993)**
- Hold a contest among libraries to name province-wide information network. **(fall 1993)**
- Seek corporate sponsorship to develop a video, posters and companion brochure promoting the state-of-the-art information system of regional libraries. Distribute to regional libraries, museum, schools and community colleges (copies available through Education Nova Scotia), and universities, nursing homes and other community groups. **(following phase II of Library Automation Plan, fall 1993)**

- Organize an officially designated library week. **(1993)**
- Revise current Statistics document and annual report to include trend analysis and information on the Provincial Library. Prepare series of press releases/feature stories to release on a staggered schedule to provincial media. **(Immediate)**

PRIMARY STAKEHOLDERS

Library Boards Association of Nova Scotia.
Regional libraries.
Government libraries.
University, school and college libraries.
NovaKnowledge Group.
Library associations.
Library schools.
Business libraries.
National Library.
Organizations involved in continuing education.
Municipal councils.
Organizations serving people with a visual impairment.
Non-governmental organizations.
Francophone/Acadian groups.
Special interest groups.
Library automation steering committee.

CONTACT(S)

J. Levangie
M. Pape

ACTION 2 (GOAL 3.12)

Encourage co-operative programs and facilities between libraries and schools

COMMUNICATION STRATEGIES

- Form a liaison committee to co-ordinate joint efforts and develop standards for school-housed public library. **(immediate)**
- Utilize improvements in automation to strengthen communication links and facilitate resource-sharing, i.e., placing terminals in schools and community colleges. **(1994)**
- Develop a newsletter (short, produced in-house) to communicate with and among libraries and schools. **(1993)**
- Present papers at school conferences. **(September 1993 and ongoing)**
- Promote library programs to schools in Education Nova Scotia. **(ongoing)**
- Promote teaching of library and information skills in schools. **(ongoing)**
- Issue press release to all media on the summer reading programs and the effect of these on student literacy levels. **(Sept. 1992)**

PRIMARY STAKEHOLDERS

Library and school associations (NSSLA, NSLA, NSTU).
Regional libraries.
Teachers.
School boards and trustees.

CONTACT(S)

J. Levangie
B. Haines
M. Pape
D. Richardson
B. Hart

ACTION 3 (GOAL 3.12)

Develop a comprehensive user-driven information policy that will serve to promote more effective use of information resources.

COMMUNICATION STRATEGIES

- Form focus group to draft information policy. **(February 1993 and ongoing)**
- Distribute draft information policy to primary stakeholders for comment. **(September 1993)**
- Distribute completed information policy to secondary stakeholders. **(November 1993)**
- Distribute press release to media. **(November 1993)**
- Survey current users, other libraries, Library Boards Association of Nova Scotia, N.S. School Libraries Association and other education stakeholders on ways to improve service. **(winter 1992 as part of strategic planning process)**
- Follow up survey with consultation with primary stakeholders. **(spring 1993)**
- Report survey results to participants. **(fall 1993)**
- Develop communications strategies for service improvements resulting from survey. **(winter 1993)**

PRIMARY STAKEHOLDERS

Libraries.
Municipal councils.
Government agencies (Tourism, Economic Development, Education).
Canadian Library Association & provincial associations.
NSTC.
University libraries.
N.S. Museum Complex.
Library board trustees.
Business groups, Chamber of Commerce.
Community groups (seniors, youth, health)
National Library.
Dept. library.
Teacher centres.
Community colleges and libraries.
Records Management interests.

CONTACT(S)

J. Levangie
M. Pape

ACTION 4 (GOAL 3.12)

Research the costs and benefits of establishing a high technology network by linking all types of libraries in Nova Scotia with other established networks.

COMMUNICATION STRATEGIES

- Tied to *Action 1, Goal 3.12*. See pp. 70-71.

PRIMARY STAKEHOLDERS

N.S. Resource Sharing Committee.
ITAAG committee, Management Board.
Public Archives of Nova Scotia.
Public Legal Education.
DOBIS (National Library national database).
UTLAS (privately operated national bibliographic database).
N.S. Agricultural College.
NSTC.
Novanet.
Acadia University.
Legislative Library.
Halifax City Library.
Dartmouth Regional Library.
Common systems group, Management Board.
Université Ste.-Anne.

CONTACT(S)

J. Levangie
M. Pape

ACTION 5 (GOAL 3.12)

Research costs and benefits of expanding the high technology network to include global research networks.

COMMUNICATION STRATEGIES

- Consult other provinces' government departments and "technology experts" on cost. **(September 1993)**
- Communicate research results to appropriate departmental directors and personnel. **(November 1993)**
- If project is feasible, develop communication strategies (e.g., public announcement). **(November 1993)**

PRIMARY STAKEHOLDERS

Researchers, scholars, students.
Community-based groups, e.g., Peace, Ecology, Health, Legal.
Libraries.
NREN (National Research and Education Network, USA)
Canadian Research Network.
NovaKnowledge.
Business.
Internet.
InfoGlobe, QL Systems, Dialog and other database providers.
UTLAS (private national biographical data base).
Dobis (National Library catalog).
Canadian Institute for Scientific and Technical Information.

CONTACT(S)

J. Levangie
M. Pape

ACTION 6 (GOAL 3.12)

Expand and improve a model technology research and demonstration centre for education and training.

COMMUNICATION STRATEGIES

- Host several open houses (for different stakeholders) in association with opening of new building. **(1992)**
- Promote improvements to current users of the centre. **(January 1993)**
- Invite media (target science, technology reporters) for a tour. Focus on visual aspects of centre for photos and television and communicate benefits of centre to public. **(January 1993)**
- Co-ordinate university student tours of facilities (creates media interest). **(March 1993)**
- Prepare photo feature for use in Education Nova Scotia. **(1993)**
- Publicize equipment donations to centre by IBM, Sony, Pioneer, Apple and Commodore. **(as required)**
- Invite media to attend a satellite teleconference to be hosted by the centre. **(1993)**

PRIMARY STAKEHOLDERS

DOE.
Teachers.
NSSBA.
Pre-service teachers.

CONTACT(S)

B. Haines
B. Hart

GOAL 3.13

To ensure access to a continuum of literacy/upgrading opportunities for adult Nova Scotians.

Communication Opportunities/Challenges

Positive response to employers' need for a literate, trained, skilled workforce.
Addresses public concern about adult literacy.

ACTION 1 (GOAL 3.13)

Improve availability of literacy/upgrading training in the workplace by developing links with business, industry, workers and unions related to literacy.

COMMUNICATION STRATEGIES

- Meet with representatives from primary stakeholders to assess current needs. **(Sept. - Dec. '92)**
- Initiate linkages with Economic Development to develop target list of organizations, particularly umbrella organizations (e.g., Chambers of Commerce, newspapers, unions, etc.). Add to mailing list for Literacy Newsletter. **(immediately)**
- Explore cost of producing marketing brochure targeted at organizations who would support training for their employees on literacy/training programs. Include third party endorsements in brochure. Distribute to primary stakeholders. **(1992-93)**
- Submit feature articles (*What Workplace Upgrading Did for Me/My Organization*) to trade publications and general media. **(1993-94)**
- Seek opportunities for literacy co-ordinator/staff to speak on workplace upgrading. **(ongoing)**

PRIMARY STAKEHOLDERS

Business and labor.
Adult learners.
Literacy councils.
Literacy facilitators.
Tutors.

CONTACT(S)

B. Haines
N. Hyland
A. M. Downie

ACTION 2 (GOAL 3.13)

Improve services to support the delivery of literacy/upgrading to all Nova Scotians, through practitioner training programs, resource centres, curriculum development and networking.

COMMUNICATION STRATEGIES

- Initiate linkages with representatives from primary stakeholders to assess current needs. **(1992 and ongoing)**
- Survey current users. Incorporate ideas into service improvements. **(1993-94)**
- Develop literacy video or slide-tape show. Distribute to primary stakeholders and cable television. **(1994)**
- Co-ordinate efforts with school board continuing education departments. **(ongoing)**
- Seek opportunities for literacy co-ordinator/staff to speak on literacy/upgrading to community organizations. **(ongoing)**

PRIMARY STAKEHOLDERS

Business and labor.
Adult learners.
Literacy councils.
Literacy facilitators.
Tutors.

CONTACT(S)

B. Haines
N. Hyland
A. M. Downie

GOAL 3.14

To develop and deliver career planning services
to meet the needs of adult Nova Scotians to enter the labor force
or access training and education.

Communication Opportunities/Challenges

Public need to know about career planning services --
critical at a time of high unemployment.

ACTION 1 (GOAL 3.14)

Expand career development services to business, industry, government and labor to help them meet their changing human resource requirements.

COMMUNICATION STRATEGIES

- Initiate linkages with Economic Development to prepare list of organizations to target, including umbrella groups. Target human resource personnel where possible. **(immediate)**
- Re-evaluate current marketing materials and develop distribution plan. **(immediate)**
- Develop/update display materials for trade shows and conferences. **(1992-93)**
- Make presentations to umbrella organizations re: services to business/industry adjusting to new market conditions. **(ongoing)**
- Explore partnerships with federal agencies interested in human resource development to develop a video to market services to business/industry. **(1993)**
- Utilize ASN educational broadcast time to inform public about available services. **(1994)**

PRIMARY STAKEHOLDERS

CONTACT(S)

B. Haines
N. Hyland
L. Edwards

GOAL 3.15

To enhance the delivery of high quality, accessible vocational and technical training to all Nova Scotians through the Nova Scotia Community College system through further progress in initiatives in the 1988 Government White Paper *Foundation for the Future*.

Communication Challenges/Opportunities

Shows follow through on White Paper and community college consultations. Fills training needs now lacking.

ACTION 1 (GOAL 3.15):

Develop and present community college level training in French.

COMMUNICATION STRATEGIES

(Implement in Co-operation with Collège de l'Acadie information officer):

- Consult with Board of Governors on future educational and training needs. **(ongoing)**
- Follow marketing strategies as suggested by the 4P Corporation. **(ongoing)**
- Cultivate relationship with media, both French and English. Develop media relations strategy to update them all significant developments with Collège de l'Acadie (e.g., programming, new learning centres, etc). Invite them to learning centres for demonstration of distance education network. **(ongoing)**
- Produce or translate where appropriate marketing, information and recruiting materials in French similar to those available in English. Distribute to French and Acadian school boards and communities. **(ongoing)**
- Organize open houses, sod-turnings and official openings for the learning centres. **(as required)**
- Arrange speaking opportunities/presentations for community groups and individuals. Participate in community activities, such as Acadian festivals and exhibitions. **(ongoing)**
- Cultivate relationship with business and industry. **(immediate and ongoing)**

PRIMARY STAKEHOLDERS

Students (adult population requiring training, retraining, upgrading, etc.).
Business and labor groups.
Community groups.
Media.

CONTACT(S)

D. Mulrooney
R. Samson

ACTION 2 (GOAL 3.15)

Analyze and rationalize Nova Scotia Community College programs.

COMMUNICATION STRATEGIES

- Consult with community college principals on strategies for rationalization and its effects. **(1992-94)**
- Notify press and education stakeholders that community college system, as well as university system, is being rationalized. **(immediate)**
- Re-evaluate community college marketing plan and objectives. Are we building demand we can't meet for programs? Should we be building demand for other programs? Should we be directing funds towards image marketing? **(next budget year)**
- Work with guidance counsellors and employment agencies to educate them about the opportunities offered by the community college system. **(ongoing)**
- Issue series of press releases, arrange radio interviews on status reports of rationalization. **(ongoing, now to 1994)**
- Arrange Ministerial press conference when rationalization process is complete. **(1994)**
- Issue Policy & Information Release. **(as necessary until 1994)**
- Develop poster for distribution to high schools on career opportunities in the community college system. **(develop on 1993 for distribution in 1994)**
- Report on rationalization in Community College newsletter. **(developed in 1993, released in 1994)**

PRIMARY STAKEHOLDERS

Business and labor groups.
Campus faculty and administration.
Unions.
Government officials (all levels).

CONTACT(S)

D. Mulrooney
J. Buckley

ACTION 3 (GOAL 3.15)

Increase vocational assessment capabilities of the Nova Scotia Community College.

COMMUNICATION STRATEGIES

- Consult with stakeholders on vocational needs. Communicate actions as response to "real need," stakeholder input. **(immediate and ongoing)**
- Organize grand openings for new assessment facilities. Invite community and government leaders, students, media and the community at large. Issue press kits to local media. **(as necessary)**
- Invite cable television to broadcast the opening. **(as necessary)**
- Advertise opening in local newspapers and on local radio. **(as necessary)**
- Issue Policy & Information Release. **(as necessary)**

PRIMARY STAKEHOLDERS

Business and labor groups.
Literacy groups.
CEC offices.

CONTACT(S)

B. Haines
N. Hyland
L. Edwards

ACTION 4 (GOAL 3.15)

Establish the Nova Scotia Community College Board of Governors as a province-wide board to provide advice to the Minister from business, labor and equity groups.

COMMUNICATION STRATEGIES

- Distribute press release on occasion of retirement of the remaining advisory boards. **(1992)**
- Arrange for photos (head shots) to be taken of board members. **(prior to public announcement)**
- Issue a press release announcing the establishment of the board, its mandate and how this will benefit the community college system as a whole. **(January 1993)**
- Report establishment of board in community college newsletter. **(1993)**

PRIMARY STAKEHOLDERS

Business and labor groups.
Politicians.
Media.
Campuses (students, faculty and administration).

CONTACT(S)

D. Mulrooney
J. Buckley

ACTION 5 (GOAL 3.15)

Implement distance education techniques (i.e., interactive audio at the 19 campuses) in the Nova Scotia Community College.

COMMUNICATION STRATEGIES

- Arrange tours for community groups, business leaders, media and other stakeholders to see technology in action. **(September 1992 and ongoing)**
- Co-ordinate joint press conference with department and MT&T on Novanet system. Emphasize business and education working together, that the education service offered by MT&T is the first-of-its-kind arrangement in Canada and the opportunities it presents with regard to accessibility and universality. **(September 1992)**
- Publicize courses offered by NSCC on Network. **(as scheduled)**
- Publicize use of the service by universities (expanding the opportunities for Nova Scotians. **(as appropriate)**

PRIMARY STAKEHOLDERS

DOE.
NSCC.
Universities.
Business and labor groups.
Community groups.
Campuses.
Government officials (all levels).

CONTACT(S)

B. Haines
B. Hart

ACTION 6 (GOAL 3. 15)

Adapt to the new organizational structure of the Nova Scotia Community College by giving Principals and Vice-Principals increased authority and responsibility.

COMMUNICATION STRATEGIES

- Relate increased responsibility and authority as necessary for accountability. **(ongoing)**
- Research means of recognizing teacher excellence in NSCC. **(1993-94)**

PRIMARY STAKEHOLDERS

Community college campuses (faculty and administration).

CONTACT(S)

D. Mulrooney
J. Buckley

ACTION 7 (GOAL 3.15)

Increase awareness among Community College instructors about students with exceptional needs and appropriate teaching and evaluation strategies by designating a liaison person at each campus, sharing information and holding two provincial meetings for training.

COMMUNICATION STRATEGIES

- Above action (i.e., appointing a liaison person) is essentially a communication strategy. **(1993 and ongoing)**
- Prepare articles on topic for community college newsletter. **(to be developed in 1993)**
- Announce liaison person and training sessions in community college newsletter. **(1993)**
- Develop appropriate support materials for training, e.g. video, handbook, etc. **(immediate)**
- Invite media to a professional development session. **(as scheduled)**
- Provide professional development programs for instructors via Network Nova Scotia. **(as appropriate)**

PRIMARY STAKEHOLDERS

APSEA.
NSCC.
NSTU and teachers.
Community college campuses (faculty and administration).

CONTACT(S)

B. Haines
Director, Special Services

ACTION 8 (GOAL 3.15)

Provide professional development to assist community college instructors, staff and teachers to effectively utilize distance education networks.

COMMUNICATION STRATEGIES

- Announce training sessions in community college newsletter. **(1993)**
- Assemble and develop appropriate support materials for training, e.g. videos, handbooks, articles, etc. **(immediate)**
- Invite media to a professional development session. **(as scheduled)**
- Use distance education network as means to acquaint instructors with the techniques of teaching at a distance. Prepare feature article. **(October 1992 and ongoing)**

PRIMARY STAKEHOLDERS

DOE.
NSCC.
Faculties of education.
Community college campuses.

CONTACT(S)

B. Haines
B. Hart
D. Richardson

ACTION 9 (GOAL 3.15)

To expand the role of the department's media library to co-ordinate the provision of media resources for Community College campuses.

COMMUNICATION STRATEGIES

- Survey community colleges to determine media resource needs. (Education Media Services) **(fall 1992)**
- Promote resources and ordering procedures in Education Nova Scotia until 19993 and then community college newsletter. **(ongoing)**
- Publish media resources catalogue focusing on resources presently available for NSCC use. **(immediate)**
- Use Network Nova Scotia to hold meetings of NSCC librarians. **(1993)**

PRIMARY STAKEHOLDERS

DOE.
NSCC librarians and instructors.
Community college campuses.

CONTACT(S)

B. Haines
B. Hart

GOAL 3.16

To ensure the Community College is accessible to those without a high school completion diploma.

Communication Opportunities/Challenges

Closing gap in the education system (addresses accessibility).

ACTION 1 (GOAL 3.16)

Provide academic upgrading programs to the system to provide increased accessibility for students who do not have the required entrance requirements for core courses.

COMMUNICATION STRATEGIES

- Work with guidance counsellors and employment centres explaining and promoting upgrading programs. **(immediate and ongoing)**
- Arrange media (print and broadcast) interviews with students involved in programs. **(1992 and ongoing)**
- Discuss program with co-ordinators of federal Stay-in-School initiative. **(immediate)**
- Incorporate information on academic upgrading programs in current community college brochure and distribute as usual. Include a cover letter in the first year of distribution highlighting the new information. **(1992 and ongoing)**
- Re-examine distribution plan to ensure all target audiences included. **(immediate)**

PRIMARY STAKEHOLDERS

Guidance counsellors.
Employment and training centres.
Students.
Community college campuses.

CONTACT(S)

D. Mulrooney
J. Buckley

GOAL 3.17

To enhance the quality, efficiency and effectiveness of universities.

Communication Opportunities/Challenges

Some taxpayers believe there are too many universities in Nova Scotia offering the same programs, particularly in metro.
Alumni may resist some changes.

ACTION 1 & 2 (GOAL 3.17)
(Action 1 & 2 both relate to rationalization process)

Achieve better utilization of resources in universities through the establishment of an effective program review and evaluation process to ensure high quality programs are being offered.

Develop a process to examine existing programs and to plan the expansion and introduction of programs in unique program areas of specialized expertise in universities in order to avoid duplication in new programs.

COMMUNICATION STRATEGIES

- Set up consultation process involving Council Chair, Council members, universities, SUNS, alumni and other primary stakeholders. **(ongoing)**
- Report regularly to media on progress through personal contact and press releases. Send updates to AUCC and CAUT publications, alumni magazines and university press. **(six month intervals)**
- Arrange ministerial press conference. Stress efficiencies (in cost and program delivery) and the maintenance of the institutions' identities. **(1995)**
- Issue Policy & Information Release with updates. **(every six months)**

PRIMARY STAKEHOLDERS

NSCHE.
CONSUP.
NSCUFA.
SUNS.
AUCC.
AAU.
Friends of the universities, corporate donors.
Universities and boards of governors.
Senates.
Staff associations.
Alumni.
CAUT.
Individual student unions
(all don't belong to SUNS).

CONTACT(S)

J. Halliwell

ACTION 3 (GOAL 3.17)

Provide maximum co-ordination between college campuses and universities through a system for the transferability of credits between community college campuses and universities.

COMMUNICATION STRATEGIES

- Set up a university/community college liaison committee or extend mandate of current university/DOE liaison committee. Include registrar and student representation from universities and community colleges. **(immediate)**
- Meet with Registrars to explain changes. **(1995)**
- Prepare information sheet (produced in-house) for students. Distribute through Registrars' Offices. **(1995)**

PRIMARY STAKEHOLDERS

NSCHE.
CONSUP.
Registrars.
Community College Branch.
Students.

CONTACT(S)

J. Halliwell

ACTION 4 (GOAL 3.17)

Expand computer networks and electronic communications between higher education institutions in the province.

COMMUNICATION STRATEGIES

- Establish a users advisory committee made up of representatives from universities and community college campuses. **(1993)**
- Provide necessary staff training. **(1994 and ongoing)**
- Communicate as part of rationalization updates. (see *Action 1 & 2, Goal 3.17*) **(1994)**
- Co-ordinate ministerial press conference to announce installation of computer networking equipment. **(1994)**

PRIMARY STAKEHOLDERS

N.S. Council on Higher Education (NSCHE).
Council of Nova Scotia University Presidents (CONSUP).
Community College Branch.
Departmental MIS Co-ordinator.
N.S. Educational Communications Agency.

CONTACT(S)

B. Haines
B. Hart

ACTION 5 (GOAL 3.17)

Improve capital assistance planning respecting universities through the development of a process to review and prioritize capital assistance requests.

COMMUNICATION STRATEGY

- Consult with MPHEC on capital projects. **(1993)**
- Consult and report as part of rationalization process. **(ongoing)**

PRIMARY STAKEHOLDERS

NSCHE.
CONSUP.
MPHEC.

CONTACT(S)

J. Halliwell

ACTION 6 (GOAL 3.17)

Enhance the research and development potential of universities for the advancement of economic competitiveness, by developing an integrated graduate school system and promoting closer links with the private sector through a provincial university liaison office.

COMMUNICATION STRATEGIES

- Develop communications strategy for provincial university liaison office. **(1995)**
- Form committee of representatives of vice-principals responsible in individual institutions for research. **(immediate)**
- Consult and report as part of rationalization process. **(ongoing)**

PRIMARY STAKEHOLDERS

NSCHE.
CONSUP.
Department of Economic Development.
Federal government departments and agencies.

CONTACT(S)

J. Halliwell

ACTION 7 (GOAL 3.17)

Expand co-operation among universities in non-program areas, such as application/registration, purchasing and similar services.

COMMUNICATION STRATEGY

- Consult and report as part of rationalization process. **(ongoing)**
- Develop bulletins, similar to Policy & Information Release, to communicate with universities on a more regular basis. **(1993)**

PRIMARY STAKEHOLDERS

NSCHE.
CONSUP.
NSCUFA.
Interuniversity Services Inc.
NSCUFA.
Staff associations.
SUNS.
Individual student unions.

CONTACT(S)

J. Halliwell

APPENDIX A

Communication Strategies for Release of *Mission, Goals & Action Plans*

INTERNAL

The success of departmental action plans depends largely on those who implement them -- managers and staff. Executive directors/directors have been involved in the preparation of the plans and they have responsibility for communicating them to their staffs, ensuring the actions are taken and timelines are respected.

Communication Strategies

- Hold divisional meetings to discuss departmental priorities for the next three years. Encourage feedback and set up a procedure to revise plans as necessary.
- Hold regular divisional meetings to evaluate and update plans.
- Summarize action plans in Intercom for employee information.
- Present regular updates on actions in Intercom.

EXTERNAL

Communication Strategies - Media

It is sometimes easier to criticize media reporting of departmental initiatives then to take the time to fully inform so as to educate them. By informing them of the department's mission, goals and action plans, it is intended that the quality of reporting to the general public will improve.

- Invite media representatives to briefing session at Halifax Campus, Nova Scotia Community College, on action plans. (Request RSVP.)
- Regional inspectors, with head office support, could conduct local meetings with press.
- Emphasize links to Select Committee Report.
- Minister/deputy to present mission and general direction for the department.
- Executive directors to present their parts of the plan in detail. Invite questions.
- Follow-up with media on their reaction to the session.
- Issue general press release to all media. Arrange follow-up interviews.
- Evaluate results.

Communication Strategies - Stakeholders

- Establish procedure for revising plans as a result of stakeholder input.
- Council on Higher Education chair to meet with university presidents.
- Executive directors/directors involved with interest groups to discuss with them at regular or special sessions (e.g., joint meeting of regional inspectors with superintendents).
- Report in Education Nova Scotia.
- Issue regular progress reports on implementation of plans.

APPENDIX B

Procedure for Press Conferences

BEFORE THE PRESS CONFERENCE

For all strategies which involve public announcements, Publication & Communication and the directors involved will prepare briefing materials for the Minister or spokesperson. Where possible, public announcements will be made in the morning or early afternoon, and preferably early in the week. When the Legislature is in session, all ministerial announcements/reports are tabled in the House.

Public announcements should be a result of consultation and joint press conferences should be considered where it is advantageous to show education partners working together to address issues of mutual concern. Appropriate stakeholders and political education critics should be invited. Media should be invited a few days in advance and interviews pre-scheduled for Minister to follow the press conference, where possible.

Different locations should be considered, e.g., press conferences about the community college could be held at a campus.

AT THE PRESS CONFERENCE

Press kits should generally include: press release; departmental mission statement; backgrounder; Minister's speech; and information officer's business card. Other materials would be included as appropriate. (e.g., press conference on testing could include sample test questions)

Arrange for recording of press conference to assist in evaluating event.

If press conference continues to run on, end reporters' questions. Provide opportunity for one-on-one interview or other follow-up.

AFTER THE PRESS CONFERENCE

Distribute radio clips through Supply & Services Information Service Division. Distribute press releases and photos to provincial media and to special interest publications of associations related to the announcement. Distribute press release to departmental executive directors and regional offices and post on bulletin boards throughout the department.

Evaluate media coverage, prepare for follow-up questions and report results to executive director, Policy Branch, with copies to other executive director if another branch is involved.

APPENDIX C

List of Acronyms

The following is a list of the acronyms used throughout this document:

AAU	Association of Atlantic Universities
APICS	Atlantic Provinces Interuniversity Council of Sciences
APLA	Atlantic Provinces Library Association
APSEA	Atlantic Provinces Special Education Authority
ASN	Atlantic Satellite Network
ATV	Atlantic Television Network
AUCC	Association of Universities & Colleges of Canada
BEA	Black Educators Association
BLAC	Black Learners Advisory Committee
CAUT	Canadian Association of University Teachers
CEIC	Employment & Immigration Canada
CMEC	Council of Ministers of Education, Canada
CMP	Council of Maritime Premiers
CONSUP	Council of N.S. University Presidents
CPF	Canadian Parents for French
DOE	Department of Education
EMS	Education Media Services
FPANE	Fédération des Parents Acadiens de la Nouvelle-Écosse
ITAAG	Information Technology Architecture Action Group
MANS	Multicultural Association of Nova Scotia
MLA	Member of the Legislative Assembly
MPEF	Maritime Provinces Education Foundation
MPHEC	Maritime Provinces Higher Education Commission
NREN	National Research and Education Network, USA
NSCC	Nova Scotia Community College
NSCHE	Nova Scotia Council on Higher Education
NSCUFA	N. S. Confederation of University Faculty Associations
NSFHSA	Nova Scotia Federation of Home & School Associations
NSLA	Nova Scotia Libraries Association
NSSLA	Nova Scotia School Libraries Association
NSSBA	Nova Scotia School Boards Association
NSTC	Nova Scotia Teachers College
NSTU	Nova Scotia Teachers Union
SAIP	School Achievement Indicators Program
SUNS	Students' Union of Nova Scotia
TIMSS	Third International Mathematics & Science Study
UNSM	Union of Nova Scotia Municipalities

APPENDIX D

List of Contacts: Titles & Phone Numbers

EXECUTIVE DIRECTORS

Name	Title	Phone
Haines, Bob	Executive Director, Program Branch	424-5799
Levangie, John	Executive Director, Policy Branch	424-4377
Moody, Bob	Executive Director, Finance & Operations	424-3646
Mulrooney, Dermot	Executive Director, Community College Branch	424-4060
Stevenson, Candace	Executive Director, N.S. Museum Branch	424-6471
Halliwell, Janet	Chair, N.S. Council on Higher Education	424-6992
Masters, Gerrie	Senior Policy Advisor, Asst. to Deputy Minister	424-7452

DIRECTORS & OTHER CONTACTS

Buckley, Jack	Senior Policy Advisor, Community College Branch	424-4060
Canavan, Michael	Internal Auditor	424-5173
Cornwall, Andrew	MIS Co-ordinator	424-4167
Davis, Derek	Chief Curator, N.S. Museum	424-7370
Doggett, Wayne	Director, Planning & Research	424-5631
Downie, Anne Marie	Co-ordinator, Literacy	424-7573
Edwards, Laurie	Co-ordinator, Career Services	424-5163
Frame, Robert	Assistant Director, N.S. Museum	424-6478
Hart, Bernie	Director, Education Media Services	453-2810
Hault, John	Director, Museum of Industry	755-5425
Hyland, Nancy	Director, Extension Services	424-8880
Kelly, Bette	Director, Testing & Evaluation	424-6988
LeBlanc, Aubrey	Director, French Program Services	424-6646
Morris, Richard	Director, Grants & Audit	424-3956
Muir, Jamie	Principal, NSTC	895-5347
Naud, LaJune	Director, English Program Services	424-5745
Nauss, Doug	Director, Facilities Planning & Equipment	424-4386
Ogilvie, Robert	Curator, Special Places	424-6478
Pape, Marion	Provincial Librarian	453-2810
Redden, Glenda	Multiculturalism Co-ordinator	424-4307
Richardson, David	Director, Student Services, Professional Dev't	424-4491
Samson, Réal	CEO/Principal, Collège de l'Acadie	769-0851
Woodbury, Brett	Registrar, Teacher Certification	424-6620

APPENDIX E

General Distribution of Newsletters

Education Nova Scotia (13,000)
Schools
School boards
NSTU, NSSBA and NSFHSA
Media
University departments of education
Libraries
DOE's across Canada
School trustees
Other educational organizations
MLA's

Literacy Newsletter (1,500)
Adult learners (past & present)
Tutors
Literacy councils
Literacy facilitators (distribute to community groups)
MLA's

Intercom (1,400)
All department employees.

Museum News (6,700)
Museum boards
Provincial and local libraries
Tourist bureaus
Media
Hospitals
Some schools (on request)
Community groups (on request)
MLA's

Policy & Information Release
Chief education officers
School principals
Chairpersons & board secretaries
NSTU, UNSM & NSSBA
Heads of university faculties of education
School trustees
DOE managers
*** Administrators are asked to pass on release to their staffs.**

APPENDIX F

Summary of Major Communication Strategies by Year

1992

- Release *Mission, Goals & Action Plans* statement. Establish procedure for revising plans as a result of stakeholder input.
- Publish annual (pilot) report on testing and companion brochure.
- Meet with boards to help interpret results and advise on possible instructional changes.
- Prepare generic speech on value of testing/accountability.
- Develop and distribute draft statement on compulsory testing. Issue letter from Minister explaining decision to student councils and home and school associations.
- Distribute information package on school construction policy and procedures to appropriate stakeholders.
- Consult on in-service design and program development. Communicate changes to appropriate stakeholders.
- Promote technology and science education. **(October, Science & Technology Week)**
- Develop/update literacy display unit.
- Explore opportunities for joint promotional campaigns with federal Stay-in-School initiative.
- Brief stakeholders on core. Arrange ministerial press conference. Utilize ASN educational broadcast time to host panel discussion on core.
- Set up toll-free line to address parents concerns on core.
- Form committee to review core annually and report changes to stakeholders.
- Host "getting to know you session" for Office for Race Relations & Cross-Cultural Understanding.
- Develop brochure for Office for Race Relations & Cross-Cultural Understanding.
- Communicate museum reorganization details to employees, stakeholders and general public. Arrange ministerial press conference.
- Revise current library statistics document to include trend analysis and information on the Provincial Library. Prepare series of press releases on topics in documents.
- Issue press release on Provincial Library's summer reading program.
- Survey library stakeholders on ways to improve service.
- Host several open houses for new EMS/Provincial Library facility.
- Provide regular updates on university and community college rationalization process.
- Co-ordinate joint press conference with MT&T on NovaNet system.

1993

- Publish annual report on testing and companion brochure. Issue press release.
- Meet with boards to help interpret results and advise on possible instructional changes.
- Form committee with NSSBA & school boards to develop parameters for reporting student achievement. Issue joint press release.
- Consult with stakeholders on changes to assessment programs.
- Issue press releases, photos, features on the School Achievement Indicators Program (SAIP). **(April - June)**
- Discuss SAIP results with education stakeholders. Co-ordinate ministerial press conference.
- Use ASN educational broadcast time to inform parents about SAIP and student results. Later in the year, schedule program on drop-out issue.
- Prepare generic speech on financial accountability and seek out speaking opportunities (business, labor, community groups, education partners, etc.). Prepare opinion piece for distribution to business editors.
- Co-ordinate strategic planning sessions for school boards.
- Publish and distribute comparative statistics document on school board operations. Issue press release.
- Consult on revising certification system and developing standards for academic and professional qualifications of teachers. Communicate changes to appropriate stakeholders and general public.
- Issue press release on results of the teaching effectiveness initiative.
- Consult on in-service design and program development. Communicate changes to appropriate stakeholders.
- Promote technology in education. Pitch program on technology in the classroom to local science show. **(Education Week, April, Theme: Technology in Education)**
- Publish EMS catalogue focusing on media resources on use of technology in teaching.
- Survey students on drop-out and discipline problems.
- Distribute policy on student discipline to appropriate stakeholders and general public.
- Arrange "grand opening" of Fundy Geological Museum.
- Promote national quilt exhibit.
- Promote library automation plan. Develop library newsletter to communicate on this and other issues. Seek corporate sponsorship to develop a video, poster and companion brochure promoting system.
- Organize officially-designated Library Week.
- Invite media to satellite teleconference at EMS centre.
- Initiate linkages with Economic Development re: literacy/upgrading training. Explore cost of producing marketing brochure.

- Explore partnerships with federal agencies to develop video to market career development services to business/industry.
- Develop community college newsletter.
- Announce/promote new N.S. Community College Board of Governors.
- Appoint a community college liaison person at each campus.

1994

- Publish annual report on testing and companion brochure. Issue press release.
- Meet with boards to help interpret results and advise on possible instructional changes.
- Publish accountability handbook for public and post-secondary education. Prepare one-page information sheet for general distribution. Arrange ministerial press conference.
- Publish and distribute comparative statistics document on school board operations. Issue press release.
- Explore feasibility of producing joint DOE/NSTU video on *Thinking of Becoming a Teacher?*
- Consult on in-service design and program development. Communicate changes to appropriate stakeholders.
- Promote services for students with exceptional needs. **(Education Week, April, Theme: Special Education)**
- Publish *Special Services Handbook*. Distribute to appropriate stakeholders and to media with press release.
- Seek corporate sponsorship for co-operative promotional campaigns on alternative programs and literacy.
- Distribute feature articles on alternative programs and literacy.
- Explore cost of a series of brochures (elementary, junior high and high) on *What's Your Child Learning?*
- Use ASN educational broadcast time to communicate with parents about changes to the public school program. Later in the year, schedule program to promote career development services.
- Communicate Museum standards for program excellence to appropriate stakeholders.
- Publish results of economic and educational impact study of N. S. Museum Complex sites.
- Arrange "grand opening" for Museum of Industry.
- Develop new all-site brochure for Museum Complex.
- Publish *The Natural History of Nova Scotia* and market to specialized user audience.
- Publish a series of essays on endangered species in Nova Scotia.
- Promote national quilt exhibit.
- Develop literacy video or slide-tape show.
- Consult with appropriate stakeholders. Arrange ministerial press conference on community college rationalization.
- Distribute poster to high schools on career opportunities through the community college system.

1995

- Publish annual report on testing and companion brochure. Issue press release.
- Meet with boards to help interpret results and advise on possible instructional changes.
- Discuss TIMSS results with education stakeholders. Co-ordinate ministerial press conference to report results.
- Use ASN educational broadcast time to inform parents about the Third International Mathematics & Science Study (TIMSS).
- Publish and distribute comparative statistics document on school board operations. Issue press release.
- Explore means to recognize teaching excellence at community colleges.
- Produce brochure outlining *The Changing Child, The Changing Classroom.*
- Consult on in-service design and program development. Communicate changes to appropriate stakeholders.
- Prepare information kits on N.S. Museum.
- Promote national quilt exhibit.
- Arrange ministerial press conference on university rationalization.